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ABSTRACT

The guidelines for integrating career development at the junior high school level were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 16 personal and world of work related concepts, several objectives and accompanying learning outcomes, for grades 7, 8, and 9. The related subject area, suggested learning activities, resources, and evaluation are outlined for each concept. The document concludes with definitions of 78 career development terms, personality check lists, self-rating charts, and other resource materials. (BP)

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GUIDE FOR INTEGRATING
CAREER DEVELOPMENT INTO THE CURRICULUM

Grades 7-9

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EDUCATION & WELFARE
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Division of Instructional Services
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TABLE OF CONTENTS

Page

Introduction 3

Career Development Model 4

Career Development Scope & Sequence Model 5

Suggestions for Teachers 6

Activities, Grade 7 7

Activities, Grade 8 31

Activities, Grade 9 62

Career Development Term Definitions 112

Appendix 116

INTRODUCTION

The world of work is much different from what it was at the turn of the century. Increased size and complexity are the rule rather than the exception. Such conditions make the move from school to work difficult. Today's youth have few real contacts with the work world. As a result they have a narrow view of occupational opportunities, and little knowledge of what is expected from them.

To deal with these conditions, educators must assume a major responsibility to provide a carefully planned career orientation and exploration program at all age levels.

Achieving vocational identity is a process which begins in early childhood and continues into adult life. Recent research indicates that career development should begin in elementary school. Career development is a continuous, developmental process, a sequence of choices which forms a pattern throughout one's lifetime and which represents one's self concept. This being the case, it is the responsibility of every teacher to provide career orientation and exploration activities as a regular part of the total learning experience.

During their lifetime, probably one half the children in school now will be employed in occupations that are not in existence today. Therefore, instead of emphasis being placed upon existing occupations, more attention should be devoted to understanding the world of work, developing positive attitudes toward work, and recognizing the need for continuous career growth.

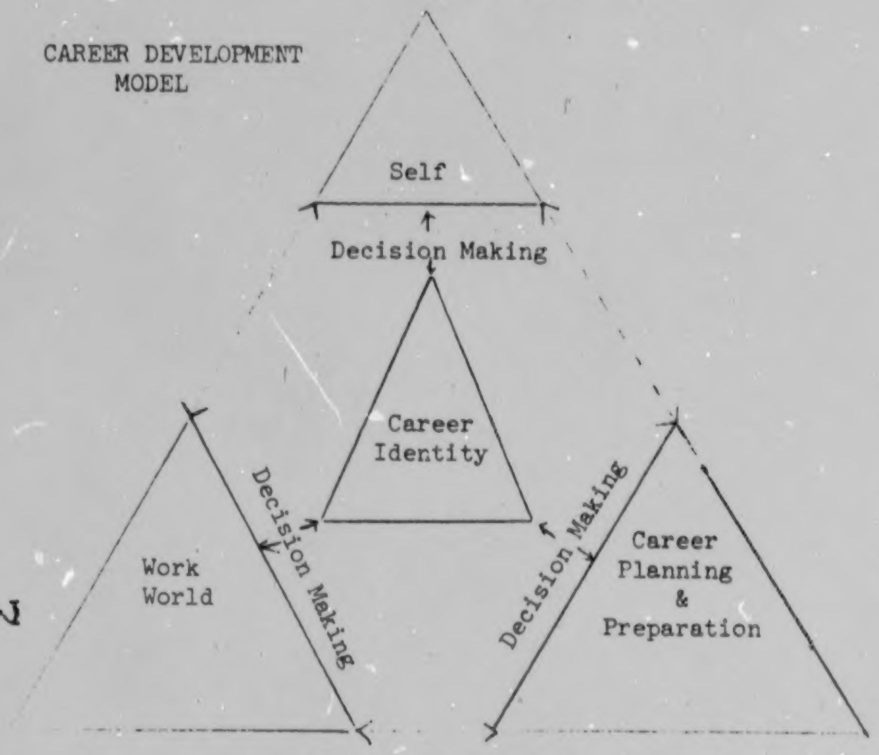
An effective career development program should begin at the primary level and continue through high school giving youth an opportunity to continuously explore their attitude, aptitudes, and interests in relation to the wide range of educational and career opportunities which are available to them so they may avoid premature educational and vocational foreclosure.

These guidelines were prepared at a local Career Development Workshop, one of many throughout the State sponsored by the State Department of Public Instruction. The results of the various local workshops will provide input for DPI to develop State Guidelines for Career Development Programs, K-12. The Unified School District's Board of Education voted unanimous approval for participation in the statewide project.

The contents of this guide contain ideas for ways that teachers may provide career experiences for their students. The creative, innovative teacher may find other ways within the present curriculum to provide these experiences.

The meeting of career development needs is the responsibility of all educational personnel and will require that career exploration activities in the school be approached in a manner equal to other major educational objectives.

CAREER DEVELOPMENT MODEL



The above model depicts the factors that are involved in our career development program.

The central idea of the program is for each student to arrive at a career identity (a plan for the next step in his career development) by the time he leaves school. He arrives at this career identity through the decision making process. The decision is reached through the interaction of information the individual gathers about himself, the work world, and his career planning and preparation.

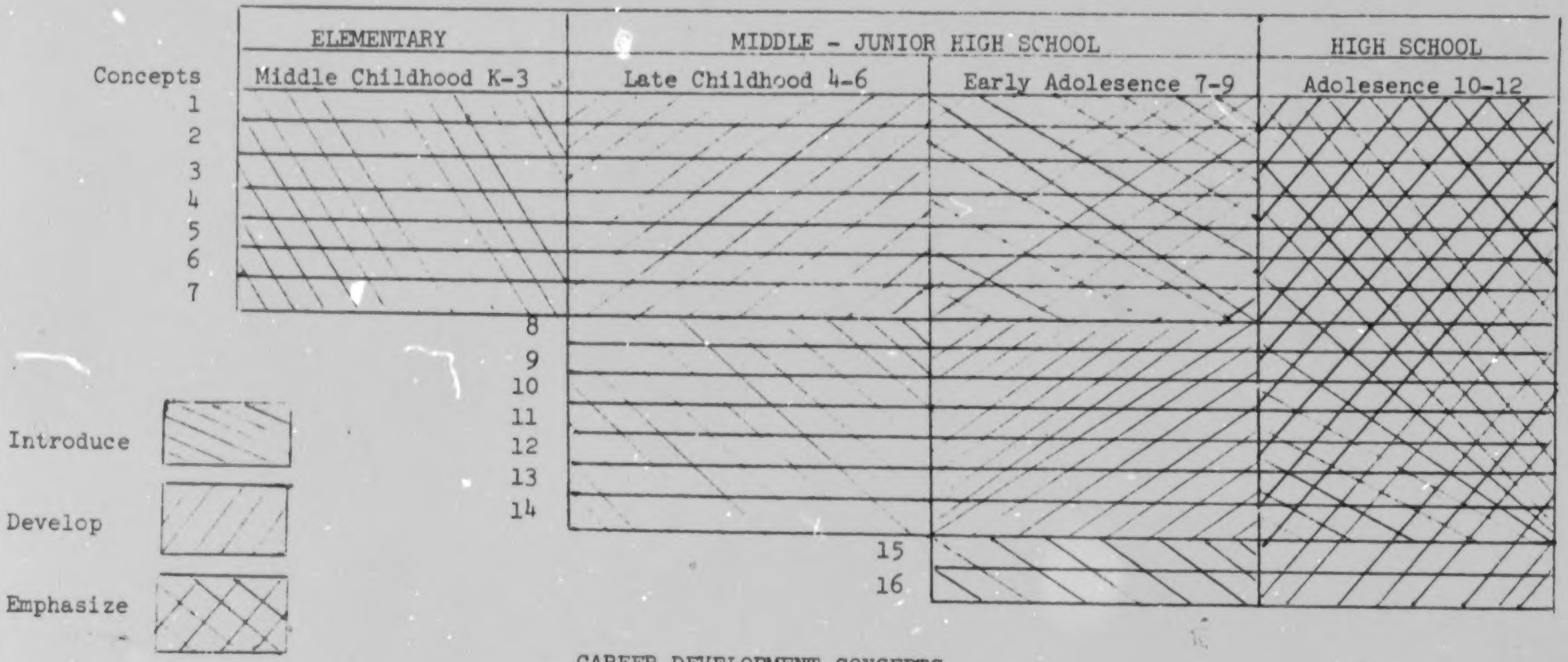
This is a process that begins before entry into elementary school, is at work throughout his school career and into adult life.

In elementary school we are attempting to develop an awareness of self, an awareness of the work world, and develop positive attitudes toward work.

The junior high years are for exploration of the work world and testing of self-concept. The senior high years is the time to bring all the information together and for the individual to make final preparation for the next step, be it entry in the work world or post-high school training and education.

Each of the concepts with which the teacher will be working has a variety of objectives, some dealing with self, some with the work world, and others with career planning and preparation. It is important to deal with all the concepts for your grade level and relate your subject to each concept and objective that is relevant.

CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL



CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life style are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in changing society.

SUGGESTIONS FOR TEACHERS

One of the most important things that you, as a teacher, can do is to create a positive atmosphere toward the work world in your classroom. Some things you can do are:

1. Speak positively about all jobs, by helping student realize that all workers have dignity. Statements such as, "He's only a garbageman," demean the person.

2. Help the pupil understand his own abilities as revealed through his classwork. Explain what test scores and grades mean as an indicator of ability. "He's just average," is a negative statement. Average ability may be exactly what is needed for a particular career field.

3. Help students realize that there are many jobs within a career field requiring a wide variety of abilities and interests.

4. Help students realize that their school building is one of many "laboratories" for learning about the work world.

5. Whenever possible relate what is being learned to the work world. Use encouragement rather than threat to motivate students.

   Threat, "You'll never amount to anything if you don't learn this."

   Encouragement, "This skill will be helpful to you if you are thinking about working as ____________________."

6. For some students, lack of success in a particular class cannot be used as the basis for predicting future career success or failure.

7. Encourage the student to see their counselor for interpretation of test scores that might not be understood. Students may not understand terms such as stanine, percentile, etc., even though they are explained.

CONCEPT I - An understanding and acceptance of self is important throughout life.

OBJECTIVE A: Recognize the need for continuous self-appraisal in a diversified society.

LEARNING OUTCOME: Awareness of his own emotional and philosophical change and that of his peers.

Awareness that traditional society still dictates that grooming is the outward indication of self-image and self-respect.

Learn to use various self-appriasal techniques in order to appraise one's self.

Awareness of the need for getting along with others in our society.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Small group discussion on topic, "Why continuous self-appraisal is necessary."	IMC #35-1951 "Who Are You?"	Participation in discussion
7	Eng.	Write a paragraph on "If someone were talking about me, what would they be saying?"		Grade paragraph
7	Home Ec.	Small group discussion on "Grooming is the outward indication of self-image and self-respect."	Course related readings	Evaluation of discussion
7	Eng.	Small group discussion on "Importance of getting along with others now as well as in the future."	Coping-with series - SRA Jr. Guidance Series, Avail. school lib. or counseling offc.	Evaluation of discussion

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

OBJECTIVE A: Establish positive regards toward oneself.

LEARNING OUTCOME: Understand the meaning and importance of the concept of "positive regard towards one's self."

Develop a positive understanding of and regard towards one's self.

Objective thinking about needs of our economy, individual abilities, and personal qualifications in relation to career opportunities rather than pressure of occupational prestige.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Read selected assignments from resource materials on topic of positive opinion of self.	SRA Pamphlet Guidance Series, "Getting Along in School" "All About You" "You and Your Problems" "Your Problems: How to Handle Them"	Student list of his strong points or the successful features of his life.
7	Eng.	Small group or classroom discussion on "Importance of Positive Opinion of One's self." (What is a positive opinion?)	Library Resource Material Teacher and student opinion. Correlate with literature readings.	Teacher evaluation of student participation in discussion

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE A: Appreciate that occupations exist to satisfy the needs of society.

LEARNING OUTCOME: Awareness that people work in jobs that satisfy the needs of the other members of the society.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Small group discussion. "Why are there jobs, why do they exist, and what part do jobs play in our world?"		Small group participation student evaluate own discussion.
7	Eng.	Student collect series of career pictures and write captions telling the contribution that each particular occupation makes to society.	Library, picture file, old magazines from home.	Collection and grading of pictures, and subsequent participation and use in classroom discussion.
7	Eng.	Student will play "What's My Line"	"What's My Line" Class prepares descriptions of occupations in terms of needs for them. A moderator presents them to a panel who attempts to name them through questioning.	Student can play game successfully
7	Soc. St.	Write a paragraph on, "What type of jobs are needed in our society."	Resource material, Social Studies books	Teacher evaluation
7	Soc. St.	Play game "Rocket Ship"	See Appendix XIII for description of game.	

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE C: Understand that a person may satisfy his social-economic needs through an occupation. (Refer to concept 5 objective A and concept 5 objective B)

LEARNING OUTCOME: People are different and have different needs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Read required literature unit. After reading they will identify the types of needs the characters have shown in these stories. Class discussion of these stories showing that people do have needs. Students will then make a list of their individual needs.	Required short story unit in English (focus on people).	Teacher evaluation of discussion and personal need list.

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE D: Understand that in general, people's self concepts can be enhanced in a variety of work roles.

LEARNING OUTCOME: Understand that within the same field, a person can find many different jobs or roles, all of which may be interesting and fulfilling. Understand that a person of given likes and dislikes can find fulfillment in a great variety of jobs and fields.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	For. Lang.	Bulletin board showing occupations of people in foreign countries.	Magazine, library material, students imagination.	Teacher evaluation, student comments.

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE E: Understand that one's individual needs change as one progresses through life.

LEARNING OUTCOME: Aware that all individuals have needs.

Each individual has a variety of alternatives to meet these needs.

A knowledge that needs, which must be met, change throughout life.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Discussion of needs: A. Basic needs of self that do not change. Security - through understanding students environment. Response - through companionship, love, understanding, sense of belonging. Recognition - through opportunities for developing a sense of self-importance and a chance to be recognized with praise and thanks. New Experiences - through opportunities for self-fulfillment. B. Secondary needs that do change.	Ojeman Booklet on Basic Needs, Counselor.	
7	Eng.	Use Ojeman Booklet on Needs and How They Change. A. Stories B. Discussion questions	Ojeman Booklet on Basic Needs.	Evaluation method in booklet.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE A: Understand that people at work produce goods and/or services.

LEARNING OUTCOME: Realization that a person's occupation will either involve the production of a good or the production of a service.

Explanation: Since this objective is fairly apparent to junior high school students the teacher should select only one or two of the suggested activities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Art	Bulletin board depicting occupations related to production of goods and others related to services.	Magazines, newspapers, occupational pamphlets, etc.	Project evaluation
7	I.A. Home Ec.	Field trips where both "service" and "production" occupations exist. List and/or discuss occupations in both areas.	Local industry, business, etc.	Evaluation of lists and/or discussion.
7	I.A. Home Ec.	Students orally identify occupation of parent or relative. Each occupation is classified as a "service" or "production" occupation, orally by class members and placed on board.	Student knowledge of parent's occupation.	Ease or difficulty and completeness of student classification.

CONCEPT 5 - Work means different things to different people.

OBJECTIVE B: Understand that a person's desired life style will be affected by his career choice.

LEARNING OUTCOME: Students understand that things they were able to do before taking a job may not necessarily be done later.

Students understand that life style concerns what you do and what you like to be, both at the job and in leisure time.

Students understand that a life style possible with one job may or may not be the same with other jobs.

Students understand that different people may like or dislike the same job, or like it for different reasons depending upon their life style.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	I.A. Home Ec.	Show and discuss filmstrip, "Four Who Quit."	"Four Who Quit" IMC #35-2226+	

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE A: Understanding the necessity of obtaining skills to enhance employability.

LEARNING OUTCOME: Recognize the fact that a job cannot be obtained unless the prospective employee has the desired skills for that job.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Student interview of parents and other adults to determine skills required for their present or past jobs.	Parents/adults. See Appendix VI for letter to parents	Interview results.
7	All Subj.	Picture collection showing skills needed for various occupations related to that subject. Captions could be included.	Magazines, newspapers	Teacher evaluation of project.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

OBJECTIVE A: Understand why each individual is unique.

LEARNING OUTCOME: Students will understand and accept the idea of their own and other's uniqueness.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Class discussion on "Is everyone unique: why or why not?"	Students	Theme or teacher evaluation
7	Eng.	Students take personal inventory tests, chart profiles and compare the profiles.	Personal inventory test--sample is included. See Appendix III	Discussion and/or theme or result of inventories, and why people are unique.
7	Eng.	Student take some inventory test home. Parents rate child on some inventory. Students and parents discuss results. Recommendation: This be incorporated with the 7th grade English "self unit"	Personal inventory test--sample is included. See Appendix III.	Discussion of results of inventories.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVE B: Understand the impact of other person's feelings and values and its relationship to one's own

LEARNING OUTCOME: Students recognize each person's right to find his own unique self fulfilling place in the work world and in life.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Show and discuss films	IMC #F-371-3 Jr. High, A Time for Chance. IMC #F-371-14 Your Jr. High Days	

CONCEPT 8 - Occupational supply and demand has an impact on career planning.

OBJECTIVE C: Understand those factors which stimulate or retard job opportunities. 1) Government 2) Seasonal work 3) Economic cycles 4) Changing sex roles 5) Changing values and attitudes of society 6) Natural catastrophies, etc. 7) Pressure groups, unions, professional organizations.

LEARNING OUTCOME: Understanding of how factors in the objective affect job opportunities.

Understanding of how factors in the objective affect individuals in the work world.

Recognition that events throughout the world do influence job opportunities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Following the news, interpret how current event happenings (laws, natural catastrophies, etc., see factors of objective) may affect job market.	Newspapers, radio and television, etc.	Discussion, student bulletin board evaluatio

CONCEPT 9 - Job specialization creates interdependency.

OBJECTIVE A: Recognize the relationship between technological changes and job specialization.

LEARNING OUTCOME: Realization that technology affects the job market.

Realize that technological advances have necessitated greater job specialization.

Awareness that current events may affect technology which in turn may affect job specialization (i.e., political decisions, social changes, economic needs, etc.)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Students compile a list of careers and job opportunities after the teacher has given student an example of hypothetical, technological, scientific change in society. Example: Landing on the moon. What careers or job opportunities accompany this change?	Newspapers, Geography Kit, Resource Center.	Correction of list.
7	Soc. St.	Small group discussion pertaining to current events in which career openings are discussed in relation to technological change. Example: Landing on the moon, on Space careers. Medical Discovery Automation computer science	Newspapers	Student-oriented discussion. Grade each other.
7	Soc. St.	Construct a chart. Student will compare level of technology and subsequent careers in countries studied in Social Studies to that of United States by constructing a chart listing: country, level of technology, type of jobs available.	Geography Kit Books. Resource Center	Correction of chart.

CONCEPT 9

OBJECTIVE A: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Small group discussion comparing jobs found in U.S. to that of country they studying in Social Studies.	Geography Kit. Social Studies books.	Teacher listening to participation (quality and quantity.)
7	Soc. St.	Student will recognize the relationship between technological changes and job specialization by viewing film on that topic.	IMC #35-2189+ "Preparing for the Jobs of the 70's"	Discussion of film.

CONCEPT 9 - Job specialization creates interdependency.

OBJECTIVE C: Recognize that business, industrial or institutional organizations are comprised of workers who perform tasks which are interrelated.

LEARNING OUTCOME: Students gain an understanding and appreciation of the school system and of the people of the business, industrial community.

Students learned that as a specialist you cannot survive along. Auxiliary services are required.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Institutional organization (the school-your own building). Discussion: Students come to school for an education; what people are necessary to run the school to make learning possible? List names of occupations such as, administrators, teachers, aides, custodians, secretaries, librarians, nurses, speech therapist, social workers, counselors, remedial reading teacher, kitchen help.	School building Teacher	Discussion participation
7	Soc. St.	Make montage, chart and bulletin board to show how all these people work together to provide a service	Magazines for pictures-montage Materials for charts, bulletin board.	Did the bulletin board, charts and montage really show the interdependence tasks.
7	Soc. St.	Tour of central office. Tour of industry. Speaker from industry to interpret organization of industry.	Speaker from Industry	

CONCEPT 10 - Environment and individual potential interacts to influence career development.

OBJECTIVE A: Understand that physical and mental factors affect one's career choice.

LEARNING OUTCOME: Awareness of self as a unique individual.

Realization that one's uniqueness will influence his career choice.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Constructing a profile scrapbook. The scrapbook would include pictures of students at different ages, maps or drawing of student's neighborhoods, pictures of students' friends, pictures of drawings of students' interest, favorite foods, actors, singers, actresses, and singing groups. Project book.	Family picture album, magazines.	The teacher corrects.
7	Eng.	Viewing filmstrip, Who Are You? Have small group discussion based on filmstrip.	Who Are You? IMC #35-1951	
7	All Subj.	Scheduling appointments with counselor to individually discuss achievement test scores.	Counselor	See counselor
7	Soc. St.	Participating in small group discussion related to social studies emphasis upon how environment in a particular country and the physical and mental factors of that country's citizens affect the career choices of those people. Example: Consider the environment of a country, the education, and the technological vocational training available and the type of career opportunities for citizens.	Social Studies book and materials.	Student-oriented, teacher observes.

CONCEPT 10 - Environment and individuals potential interact to influence career development.

OBJECTIVE E: Understand that personality is an important factor in securing and holding a job.

LEARNING OUTCOME: Aware that personality is an important factor in securing and holding a job.

Discovery that through knowledge and application of human relations one can help his own cause.

Realization that knowledge and practice of good manners is essential to a desirable personality.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Health	Make a scrapbook using pictures, poems, quotations, and other traits associated with attractive personalities.	Magazines for pictures.	Evaluation of scrapbook
7	Health	Use opaque projector to show pictures of people with undesirable personality traits. Have students write one sentence on importance of personality shown in each picture.	Opaque projector	Evaluation of sentence
7	Health	Happy lines in hall - Make an announcement the day before activity. Have a committee observe students not smiling when they cross these lines. (Use masking tape for lines.) Find ways of finding those not smiling.	Masking tape.	
7	Health	Skits emphasizing self-improvement by showing undesirable traits as compared to desirable traits.		Evaluation at end of all activities - class discussion led by students noting personality changes in classmates.
7	Health	Show and discuss filmstrip	IMC #35-2465+ Choosing Your Career	

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE C: Understand that emotional qualities needed for self-fulfillment differs among job families.

LEARNING OUTCOME: Aware that there are numerous satisfactions derived from work.

Aware that a given job may satisfy one person and not another.

Aware that a person can satisfy his emotional needs in many jobs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Speakers, panels, interviews--people from various occupations speak on the satisfactions they get and don't get from their jobs.	Community	Essay, discussion, test, checklist, report
7	Eng.	Small group: Given list of emotional qualities needed for fulfillment (enjoys physical or mental challenge, enjoys feeling helpful, enjoys feeling secure, enjoys seeing and being seen, enjoys power, etc.) Students will try to match occupations which would satisfy these qualities.	Student or teacher made list of emotional qualities. List of occupation (see Occupational Outlook Quarterly, see summer 1970 etc.)	Student discussion of list
7	Eng.	Study biographies of famous, successful people. Examine how their occupations were fulfilling to them. (Individual assignment - extra credit.)	English class library, biographies	Oral or written reports
7	Eng.	Debate: Resolved: "Money is the only reason for work."	Class	Student participation

CONCEPT 11 - Occupations and life style are interrelated.

OBJECTIVE G: Recognize that leisure time activities may affect career choice.

LEARNING OUTCOME: Awareness of what leisure time is.

Awareness that careers affect leisure time activities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Discussion focused on the definition of leisure time - hobbies and the way these activities may affect their career choices.	Enjoying Leisure Time, SRA Booklet 5-5-15, William Meninger Enjoying Leisure Time, American Guidance Service (You-Yourself series)	Teacher evaluation on student participation.
7	Eng.	Student would examine and prepare a written report on his own leisure time interests and determine a list of possible career choices that could result from them.	Same as above	Teacher correction of written work.

CONCEPT 12 - Individual can learn to perform adequately in a variety of occupations.

OBJECTIVE B: Recognize one's own abilities and limitations and be able to relate this to present career interest.

LEARNING OUTCOME: Students perceive better their own abilities and limitations.

Students learn to relate their own abilities and limitations to their career interests.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Counselor	Show filmstrip and hold discussion.	IMC #35-1954+ What Are Job Families	

CONCEPT 12 - Individual can learn to perform adequately in a variety of occupations.

OBJECTIVE D: Understand that new skills may be developed at any time during a person's life.

LEARNING OUTCOME: Understand that many people learn new skills at various stages of life for various reasons.

Understand that everyone learns many skills throughout his lifetime and can learn more.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Soc. St.	Panel - speakers - to discuss why men and women changed their occupations, who wanted to or needed to learn new skills, how, why, when, where they did it, what problems they encountered, and how they overcame them. Also discuss who returns for additional training.	Community or parents Gateway Tech. Inst.	Class discussion

CONCEPT 12:

OBJECTIVE D: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Science	Students list science skills that might be salable, and where they would be used.	Students	Student evaluation of each others list.
7	Eng.	Open-ended skits-plays. Man loses job because skill becomes obsolete (automation, etc.) What happens to him?	Teacher	Participation in the activity, student and teacher evaluation of it.
7	Math	Students survey want ads, pick 5 jobs they would be interested in, list skills they would need and how they might get those skills.	Newspapers Occupational Outlook Handbook Encyclopedia of Careers	Oral or written reports.

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE A: Understand the need for careful planning of the school program in light of tentative career plans.

LEARNING OUTCOME: Parents and students should become aware of total program.

Student should become aware of entire scope of educational offerings.

Student should be able to make decisions for his individual needs with aid of test results.

Student should gain ability to plan school program to help achieve career goal.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	All Subj.	Orientation to grade level curriculum offering. (Parent and student)	Administration, school counselors and teachers.	Check interest and attendance at orientation program, parent and student reaction.
7	All Subj.	Student reads and discusses current course description booklet. Class interaction.	IMC #35-2179+ High School Course Selection and your Career	Discussion. Use of booklet.
7	All Subj.	Students will be involved in test interpretation at grade level 7 through 9 by school counselors. Parent involvement.	School Counselor (6 grade achievement) (Grade 7 CTBS) (Grade 9 - Kuder Test, composite and profile of preceding tests)	Checking of programs for

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE C: Realize that occupational information comes from many sources within and outside the school setting.

LEARNING OUTCOME: Recognize that there are a variety of sources in schools that can be used in career planning.

Recognize that there are a variety of sources in the community that can be used in career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Library unit - orientation to careers.	Occupation books, pamphlets, tapes, films, filmstrips, transparency/tape presentation prepared by Mildred McMillen	A test (quiz) at end of library unit of each individual's awareness of school sources available in career planning.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE A: Become aware of responsible balance between work and leisure time activities in present and future American life.

LEARNING OUTCOME: Students will be able to understand and exaplain leisure-time activities and their relation to work.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Health	Discussion of jobs at golf course, zoo, bowling alley, etc.	Community	Class discussion
7	Health	Speaker: Recreational therapist or college major in this field to stress the importance of leisure-time activities.	Area colleges, local industries and business.	Student participation is a question and answer period of the guest speaker.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE B: Awareness of the need for career planning.

LEARNING OUTCOME: Awareness of the importance of career planning.

Awareness that successful career choice involves planning and preparation.

Awareness of the likely consequences of not planning and preparing.

Awareness of the difficulty of successful career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Game - "Name that Career" Two teams, each headed by a chairman, take turns guessing correctly the career described by the opposing team. Could be used with job families or with broader range. Each team would write descriptions which it would read to the other team.	Students	Successful playing of game.

CONCEPT 15:

OBJECTIVE B:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Eng.	Individual research - reading want ads of local newspaper, pamphlets in library, discussing job openings and needed preparation for them. Choosing one occupation.	Newspaper Learning center Library	Written theme or oral report on chosen job, opportunities in it, needed preparation.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE D: Awareness of relationship of school courses and world of work.

LEARNING OUTCOME: Increased awareness of importance of school and relation to world of work.

Students will be able to state ways in which school courses relate to different occupations of work world.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	Sc	Show and discuss filmstrips	"What Good is School?" IMC #35-2314+	Class discussion
7	All Subj.	Student prepared bulletin board showing value of school courses and work world.	Magazines, newsp papers. Library	Teacher evaluation of project.

CONCEPT 16 - Job characteristics and individuals must be flexible in a changing society.

OBJECTIVE A: Recognize that changing job characteristics requires specialized education, preparation and training.

LEARNING OUTCOME: A STUDENT WILL BE --

Aware that decision making plays an important part in his career.

Aware that he needs several career outlets for changing job fields.

Aware that high school program must cover more than one area.

Aware that the educational program must be career centered.

Aware that jobs take specialized training.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
7	All Subj.	Plan a "Career of the Month" major subject area program. Prepare bulletin boards.	Posters, models, mobiles by Art Department. Gd. 8 Career Kit, Dept. of Public Instr. Use a subject area staff for class period discussion concerning education preparation and training.	Decision students made in programming
7	Soc. St.	Discussion groups using current events to show changing national and international job situations. Social Studies.	Newspaper, magazines, Junior Scholastics, TV, Radio Broadcasts or taped selections. "Career World"	Tests on current events

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

OBJECTIVE A: Recognize the need for continuous self-appraisal in a diversified society.

LEARNING OUTCOME: Awareness of his own emotional and philosophical changes and that of his peers.

Awareness that traditionally society still dictates that grooming is the outward indication of self-image and self-respect.

Learn to use various self-appraisal techniques in order to appraise one's self.

Awareness of the need for getting along with others in our society.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Health	Class discussion on "Changes in teen-age emotions and outlooks."		Evaluation of discussion
8	Sci.	Write a paragraph on, "Changing conditions mean a changing you."	IMC #35-2189+ Preparing for Jobs in the '70's	Grade paragraph
8	Speech Drama	Students discuss ways they have changed since elementary school.	Use only as a small group activity	Evaluation of discussion
8	Health Phy. Ed.	Students complete personal profile form at intervals during the year and compare results for changes.	Personal profile form. See Appendix III	Analyze profile results
8	Eng.	Small group discussion on "Importance of getting along with others now as well as in the future."	"Coping-With" Series SRA - Jr. Guidance Series. Available school lib., coun counseling office.	Evaluation of discussion

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

OBJECTIVE B: Review personality attributes necessary to obtain and maintain a job.

LEARNING OUTCOME: Recognize that in addition to specific skills, personality characteristics are very important in obtaining and maintaining all jobs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Gen. Bus.	Teacher asks students to take five minutes or so to make a list of personality characteristics that they feel are necessary for success in any occupation. The students should rate these from most important to least important. A class discussion of these lists should follow.	Imagination	Teacher evaluation of lists and discussion
8	Art	A scrapbook or montage of pictures, poems, quotations, etc., of attractive personality characteristics that will be beneficial in being successful in a career.	Magazines, newspapers, poetry books	Teacher evaluation of student work.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

OBJECTIVE A: Establish positive regards toward oneself.

LEARNING OUTCOME: Understand the meaning and importance of the concept of "positive regard towards one's self."

Develop a positive understanding of and regard towards one's self.

Objective thinking about needs of our economy, individual abilities, and personal qualifications in relation to career opportunities rather than pressure of occupational prestige.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Read selected assignments from resource materials on topic of positive opinion of self.	SRA Pamphlet Guidance Series, "Getting Along in School" "All About You" "You and Your Problems" "Your Problems: How to Handle Them"	Student list of his strong points or the successful features of his life.
8	Eng.	Small group or classroom discussion on "Importance of Positive Opinion of One's self." (What is a positive opinion?)	Library Resource Material Teacher & student opinion Correlate with literature readings.	Teacher evaluation of student participation in discussion.

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE B: Develop an understanding of the basic concepts of production, distribution and consumption as they relate to jobs in the economic structure.

LEARNING OUTCOME: Understanding of the term production, distribution, and consumption in relation to individual industries and the overall economic structure.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Soc. St.	Short lecture by classroom teacher defining terms; production, distribution, and consumption, as they relate to jobs in the economic structure.	Teacher, Resource Material	Participation in classroom discussion.
8	Soc. St.	Student will compare the method of production, distribution, and consumption in the country they are currently studying in social studies, to those of the United States.	S. Studies Book, resource materials	Participation in classroom discussion.
8	Soc. St.	Make a list of items produced by a specific company, mentioning where they would be distributed and who might consume them (example: Raid Bug Killer -- Johnson Wax)	Library resource materials, magazines	Discussion of lists
8	Soc. St.	Bulletin Board, display, or drawing showing productive, distributive, and consumptive aspects of an industry.	Magazines, resource material	Teacher and student comment on projects
8	Soc. St.	Student chooses a product and lists related industries (and career opportunities) in a chart with regard to production, distribution, and consumption. (example: beef cattle -- product.)	Local Industry	Teacher evaluation of charts

CONCEPT 3

OBJECTIVE B: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Soc. St.	Field Trip	Local Industry	Worksheet or discussion relating the things seen to concepts of production, distribution, and consumption.

CONCEPT 3 - Occupations exist for a purpose.

OBJECTIVE D: Understand that in general, people's self concepts can be enhanced in a variety of work roles.

LEARNING OUTCOME: Understand that within the same field, a person can find many different jobs or roles, all of which may be interesting and fulfilling. Understand that a person of given likes and dislikes can find fulfillment in a great variety of jobs anf fields.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Speakers, panels, interviews, reports a.) people who stayed in the same field or same company, etc., but have performed a great variety of work roles b.) people who changed fields, and work roles, drastically.	Community school counselor, administrator, industry man who "worked up in the organization," parents.	Essays, discussion, reports, bulletin boards, tests, etc.
8	Eng.	Bulletin board showing occupations of people in foreign countries.	Magazine, library material, students imagination.	Teacher evaluation, student comments.

CONCEPT 3

OBJECTIVE D: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	From a biography the student reads. Show how the person needs were met by a variety of work rules. (example; Albert Schweitzer, Abe Lincoln)	Library	
8	I.A. Home Ec.	Show and discuss filmstrips	"Who Are You?" IMC #35-1951 "What Is a Job?" IMC #35-1953+	

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE A: Understand that people at work produce goods and/or services.

LEARNING OUTCOME: Realization that a person's occupation will either involve the production of a good or the production of a service.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Art	Prepare montage depicting occupations that produce goods and others that are services	Magazines, newspapers, occupational pamphlet.	

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE B: Understand that occupations are people, ideas, or things oriented.

LEARNING OUTCOME: Realization that occupations may be classified as working with people, working with ideas, or working with things. These concepts can be used in guiding students in their career choice.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	I.A. Home Ec.	Presentation by the teacher or, if available, the class could read and discuss the pamphlet, "Ideas, Things, People Occupations."	Teacher prepared transparencies for lecture. Pamphlets. "Ideas, Things, People Occupations" available at Wisc. State Employment Service.	Evaluation to be completed later after students have had an opportunity to apply this knowledge in some type of activity.

CONCEPT 4

OBJECTIVE B: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	I.A. Home Ec.	Students will classify a given list of careers as either idea, thing, or people oriented.	List of careers.	Evaluation of lists and class discussion.
8	I.A. Home Ec.	Student orally identifies occupation of a parent or relative. Each occupation is classified as either idea, thing, or people oriented orally by class members and placed on board.	Student's families.	Ease or difficulty in student classification.
8	I.A. Home Ec.	Bulletin board illustrating occupations involving each of the three concepts. Montage illustrating occupations involving one of the three concepts.	Magazines, newspapers, etc.	Teacher evaluation of those projects.
8	I.A. Home Ec.	Field trip requiring students to classify jobs seen in these three categories.	Community	Teacher evaluation of student's work.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE C: Understand that within each job family there is a wide range of occupations.

LEARNING OUTCOME: Recognize that jobs in a job family are interrelated.

Recognize the wide range of occupations within one career.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	P.E. Health	Visit a hospital and see how many different types of workers it takes to operate. Construct a bulletin board or display showing observations.		Class discussion. Comprehensiveness of bulletin board, or display.

CONCEPT 5 - Work means different things to different people.

OBJECTIVE A: Develop an understanding that personal and social needs may be met through work.

LEARNING OUTCOME: Develop an awareness and understanding that your work may satisfy your personal and social needs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Book Reports. Choose from biographies or autobiographies a book about outstanding individuals. Also investigate workers in Vista, the Peace Corp, Medicine, Government, etc. Fill in a prepared form showing that work means different things to different people, and the relationship of the work concerning personal and social needs of each individual. Suggestion: volunteer oral book reports.	Books, pamphlets, magazines, current biographies, etc. Teacher-prepared form.	Teacher evaluate prepared form. Discussion

CONCEPT 5 - Work means different things to different people.

OBJECTIVE B: Develop the awareness that work experiences may be valuable.

LEARNING OUTCOME: Students gain an awareness of different ways that work experiences may be valuable.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Speech Drama	Small group discussion in which students tell own work experiences.	Personal life experiences.	Teacher evaluates discussion.
8	Speech Drama	Small group discussion on topic of, "Why Work Experiences are Valuable?" Student will emphasize good and bad experiences.	Personal life experiences.	Discussion

CONCEPT 5 - Work means different things to different people.

OBJECTIVE C: Understand that a person's desired life style will be affected by his career choice.

LEARNING OUTCOME: Students understand that things they were able to do before taking a job may not necessarily be done later.

Students understand that life style concerns what you do and what you like to be, both at the job and in leisure time.

Students understand that a life style possible with one job may or may not be the same with other jobs.

Students understand that different people may like or dislike the same job, or like it for different reasons depending upon their life style.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Presentation, student panel, discussion: What is life style, and why it might be a consideration in job selection?	Student knowledge.	Activity itself.
8	Gen. Bus.	Given a list of likes (nice clothes, meeting people, play golf...), students have, list occupations that best allow each.	Student knowledge	Discussion.
8	Gen. Bus.	Students list things they like to have and do, and match them with a list of occupations.	Student knowledge	Teacher Evaluation.
8	I.A. Home Ec.	Film and filmstrips.	IMC 35-2351 "Liking Your Job and Your Life" (series) IMC 35-2350+ "Trouble at Work," "Lack of Ambition"	Discussion

CONCEPT 5 - Work means different things to different people.

OBJECTIVE D: Understand that people work for different rewards such as monetary, personal satisfaction, or recognition.

LEARNING OUTCOME: Realize that people work for various reasons or rewards.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Speakers, panels, interviews, essays, reports. A. Why do people work? B. What rewards do people get from their jobs?	Community, parents, neighbors, men, women, young people; full and part-time.	Discussion, essary, test, report, posters, etc.
8	Eng.	Student debates, panels, discussions, essays: Why do students work at school? A. Do you have to work? Is work necessary? B. Is money the road to happiness? C. Are Americans too money-oriented? D. Does money earned equate with satisfaction in work?	Student knowledge plus research; interviews, library, Readers Guide, learning center vocational pamphlets and materials.	Teacher evaluation of the activity.
8	Eng.	Bulletin board, montage; showing possible rewards from and reasons for work.	Research, magazines, etc.	Teacher and student reaction to project.

CONCEPT 6 - Education and work are interrelated. (Ideas present in this concept relate very well to student scheduling for the next year. Suggest presenting concept just prior to scheduling.)

OBJECTIVE A: Understanding the necessity of obtaining skills which will enhance employability.

LEARNING OUTCOME: Recognize the fact that a job cannot be obtained unless the prospective employee has the desired skills for that job.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Using resources listed, have student list skills required to perform 4 different occupations.	Occupational Outlook Handbook Encyclopedia of Career Occupation Brief in Resource Center	Teacher evaluation of list.
8	Soc. St.	Guest speaker: Vocational counselor, placement person, personnel manager, state employment service counselor speaking on need for skills in today's market.	Local speaker	Follow-up discussion
8	All Subj.	Picture collection showing skills needed for various occupations related to that subject. Captions could be included.	Magazines, newspapers	Teacher evaluation of project.
8	Soc. St.	Film/filmstrips showing need for skills	IMC F-177-9 "When I'm Old Enough, Goodbye" 35-2186+ "Dropping Out: Road to Nowhere"	Discussion

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE B: Understand success and upward mobility in many occupations require continuous learning.

LEARNING OUTCOME: Awareness of fact that job advancement is contingent upon continuous learning and success experiences.

Aware of fact that with more training and experience and expanded skills, there may be advancement in many occupations.

Recognize that in one specific occupation there are many job levels.

Aware of fact that there may be occupations job promotions.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	I.A.	Show and discuss films	IMC F-371-33 Radio & Television IMC F-371-40 Cost Metal Occupations IMC F-371-32 Machine Trades IMC F-371-36 Building Trades IMC F-371-43 Graphic Arts Occupations IMC F-371-44 Hotel & Motel Resort Occupations IMC F-371-46 Highway & Heavy Construction Occupations	
8	Bus. Ed.	Show and discuss films	IMC F-371-35 Petroleum Occupations IMC F-371-31 Exploring Office Occupations	

CONCEPT 6

OBJECTIVE B:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Bus. Ed. (Cont'd)		IMC F-371-45 Food Distribution IMC F-371-47 Data Processing	
8	Science	Show and discuss films	IMC F-371-38 Conservation & Recreation	
8	Health P.E.	Show and discuss films	IMC F-371-34 Health Occupations IMC F-371-41 Handle With Care	
8	Home Ec.	Show and discuss films	IMC F-371-39 Food Services IMC F-371-44 Hotel - Motel Resort Occupations	

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE D: Understand that entry into an occupation depends on ones training and education of background.

LEARNING OUTCOME: To be aware of the fact that many occupations require a definite training and educational background.

To recognize that the need for skilled workers is increasing.

CONCEPT 6

OBJECTIVE D:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	All Subj.	Show resource films. Students view film and take notes.	Films: "Where The Action Is" Gateway Tech. Inst. "What Is Automation?" IMC F-621-17 Slide-tape presentation from Gateway Tech. Inst.	Review notes from film. Discussion
		Select one or more occupations noted in film and list necessary education, skills, and training to enter one or more occupations.	Prepared worksheet by teacher with columns for occupations and skills.	Evaluate lists (student should be able to list skills for each occupation selected.)

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVE B: Understand the impact of other person's feelings and values and its relationship to one's own.

LEARNING OUTCOME: Students recognize each person's right to find his own unique self-fulfilling place in the work world and in life.

Grade	Subject	Learning Activity	Resources	Evaluation Procedure
8	Eng.	Speakers, panel, interviews, reports. People who have risen to higher positions, discuss their careers and their rise in reference to the element of competition, etc.	Community - factory foreman, plant supervisor, head nurse, management person, school principal, detective or lieutenant--police dept. etc.	Discussions, essays, tests, bulletin boards, etc.
8	Eng.	Show and discuss film and filmstrip.	IMC F-371-17 "They Beat the Odds" IMC 35-1951 "Who Are You"	

CONCEPT 8 - Occupational supply and demand has an impact on career planning.

OBJECTIVE B: Understand the nature of employment trends.

LEARNING OUTCOME: Research skills will be developed and knowledge of trends will be increased.

Students understand "law of supply and demand" and its implications for career planning.

Increased awareness that careers change -- that some now in existence won't be in the future.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Math	Have student select career field (skilled, managerial, etc.) and report on number of workers in that field for past 10 yrs. and what is trend of employment for the future. Make a chart to depict.	Occupational Outlook Quarterly Occupational Outlook Handbook (U.S. Dept. of Labor Bureau of Labor Statistics) Reader's Guide for articles in Time, etc.	Reports, discussion, test.
8	Math	Teacher (or guest speaker) lectures explanation of supply and demand principle as it applies to employment and career choice.	Community, library	Discussion, test.
8	Math	Bulletin board (or report) - pictures of "extinct careers."	Old Magazines...student own knowledge.	Discussion, test-have students list careers no longer available.
8	Math	Bulletin board, report or theme predicting "Careers of the future" that do not yet exist.	Student's own imagination and knowledge, research.	Reports, discussion tests.
8	Math	Show and discuss film	Year 1999 A.M.	

CONCEPT 8

OBJECTIVE B:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Math	Make list of companies that have left Racine in past 10 years. Discuss reasons for company leaving.	Parents, newspapers, Manufacturers Assoc., Chamber of Commerce	
8	Math	Make list of companies that have opened businesses or expanded existing facilities.	Parent, newspaper, Manufacturers Assoc., Chamber of Commerce	

CONCEPT 8 - Occupational supply and demand has an impact on career planning.

OBJECTIVE D: Understand that the supply of workers as a product of training and preparation, and that demand is a product of need.

LEARNING OUTCOME: The student will demonstrate an understanding of the terms, "supply and demand."

Student will demonstrate an understanding of the meaning of the terms of supply and demand and their interaction.

Student will demonstrate an awareness of resource materials available concerning unit.

Student will understand that demand has exceeded supply in some occupational careers.

Student will understand that supply has exceeded demand in some occupational careers.

CONCEPT 8

OBJECTIVE D:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Math	Draw graphs depicting supply and a graph depciting demand for a career chosen by the student. Discuss implications of facts illustrated by graph for choosing a career.	Learning center and Math class books. United States Dept. of Labor Bureau of Statistics, Publication dealing with supply and demand.	Collection, display and correction of graphs.
8	Math	Student will listen and take notes from a short introductory lecture on supply and demand.	Classroom teacher and resource materials.	Teacher could collect notes if necessary.
8	Math	Student will orally define the terms supply and demand in small group discussion in order to demonstrate an understanding of the term.	Resource materials	Self evident, student participation shows level of understanding.

CONCEPT 9 - Job specialization creates interdependency.

OBJECTIVE A: Recognize the relationship between technological changes and job specialization.

LEARNING OUTCOME: Realization that technology affects the job market.

Realize that technological advances have necessitated greater job specialization.

In awareness that current events may affect technology which in turn may affect job specialization (i.e., political decisions, social changes, economic needs, etc.)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Soc. St.	Compile a list of careers and job opportunities after the teacher has given student an example of hypothetical, technological, scientific change in society. Example: landing on the moon. What careers or job opportunities accompany this change?	Newspapers Geography Kit Resource Center	Correction of list.
8	Soc. St.	Small group discussion pertaining to current events in which career openings are discussed in relation to technological change. Example: Landing on the moon, exp. on Space careers. Medical Discovery Automation computer science	Newspapers	Student-oriented discussion. Grade each other.
8	Soc. St.	Student will compare levels of technology and subsequent careers in countries studied in Social Studies to that of United States by constructing a chart listing: country, level of technology, type of jobs available.	Geography Kit Books. Resource Center	Correction of chart.
8	Soc. St.	Small group discussion comparing jobs found in U.S. to that of country they are studying in Social Studies.	Geography Kit· Social Studies books.	Teacher listening to participation (quality and quantity.)

CONCEPT 10 - Environment and individual potential interacts to influence career development.

OBJECTIVE A: Understand that physical and mental factors affect one's career choice.

LEARNING OUTCOME: Awareness of self as a unique individual.

Realization that one's uniqueness will influence his career choice.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Completing checklist on personality traits, and mental and physical attitudes.	Checklist (attached) See Appendix III	Teacher looks at individual checklist of student
8	Eng.	Student will see and react to by writing summary of the film, Aptitudes and Occupations.	Aptitudes and Occupations F-371-24	Grade Themes
8	All Subj.	Scheduling appointments with counselor to individually discuss achievement test score.	Counselor	See counselor
8	Soc. St.	Participating in small group, have discussion related to social studies emphasis upon how environment in a particular country and the physical and mental factors of that country's citizens affect the career choices of those people. Example: Consider the environment of a country, the education, and the technological vocational training available and the type of career opportunities for citizens.	Soc. Studies book and materials.	Student-oriented, teacher observes.

CONCEPT 10 - Environment and individual potential interact to influence career development.

OBJECTIVE B: Understand that every changing individual and environmental factors acting separately or together influences one's career development.

LEARNING OUTCOME: Each student will learn to recognize and accept his capabilities and limitations.

Students realization that they must be flexible because of changes in self, environment and industry. Student should be assured of normalcy of change.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Health	Class discussion of the ever changing individual. Students change their minds about their career choices due to the following: 1. Change in students health. 2. New interests. 3. Home or environment change. 4. Failure in favorite subject, decision to place emphasis on another subject field.	Discussion	Teacher evaluation of discussion.
8	Health	Invite personnel manager to talk with the group concerning the need to be able to adjust. Grade 9	Personnel Manager (speaker)	Evaluation of student participation.
8	Health	Class discussion on how environmental factors affect career development. Job changes in the work world are inevitable. May change jobs 6 or 7 times A. Present statistics from Employment Service about job trends. Job may become obsolete. Trends in occupational fields result in demands on individual workers.	Employment Service Statistics Occupational Outlook Handbook Encyclopedia of Careers	Evaluation of discussion

CONCEPT 10 - Environment and individual potential interact to influence career development.

OBJECTIVE D: Understand that a person's mental and physical health may be affected by his career.

LEARNING OUTCOME: Learn that all occupations may have physical and/or mental advantages and disadvantages.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Health	Speakers, panels, interviews -- experts in various aspects of the objective. A. Industrial psychologist or personnel manager discussing physical and mental problems and efforts to improve them (example: Johnson Wax - recreation facilities, etc.) B. Problems raised when work doesn't meet workers needs.	Community	
8	Health	Show and discuss filmstrip	IMC 35-2389+ "Jobs & Gender"	
8	Health	Panel discussion: Should an individual be restricted from entrance into an occupation on the basis of sex?	Community-state employment office, health career leaders, women's lib representative	

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE A: Develop an understanding of one's own life style.

LEARNING OUTCOME: Understanding and awareness of life style.

Understanding and awareness of one's own life style.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Foreign Lang.	Give example of jobs and life styles found in the country you are studying. Show relationship of job to life style.	For. Lang. Text Soc. Studies texts Travel brochures Travel films	

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE C: Understand that emotional qualities needed for self-fulfillment differs among job families.

LEARNING OUTCOME: Aware that there are numerous satisfactions derived from work.

Aware that a given job may satisfy one person and not another.

Aware that a person can satisfy his emotional needs in many jobs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Study biographies of famous, successful people. Examine how their occupations were fulfilling to them. (Individual assignment. Extra Credit.)	English class library, biographies	Oral or written reports.

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE E: Recognize that there may be personal disadvantages in accepting certain life styles.

LEARNING OUTCOME: Student realization that with some careers pressures or demands of the job can lead to undesirable effects on the workers' way of life. Student recognition that some careers are more apt to have undesirable effects and that this should be a consideration in an individual's career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Have students tape interview with teacher to illustrate how working conditions affect life style. Long hours - little leisure time, pressure - nervousness. Possibly do for other occupations.		Discussion of tape

CONCEPT 11 - Occupations and life style are interrelated.

OBJECTIVE G: Recognize that leisure time activities may affect career choice.

LEARNING OUTCOME: Awareness of what leisure time is.

Awareness that careers affect leisure time activities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Student would make video tape on leisure time and show to class.	Student imagination and creativeness.	Teacher and class reaction to student-made film.
8	Eng.	Classroom work to demonstrate that leisure time activities may affect career choice. Scrapbook, bulletin board, charts, collection of articles.	General Electric Guidance Poster series, magazines, newspapers.	Teacher and class reaction to projects.

CONCEPT 12 - Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVE D: Understand that new skills may be developed at any time during person's life.

LEARNING OUTCOME: Understand that many people learn new skills at various stages of life for various reasons.

Understand that everyone learns many skills throughout his lifetime and can learn more.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Soc. St.	Panel - speakers - to discuss why men and women changed their occupations, who wanted to or needed to learn new skills, how, why, when, where they did it, what problems they encountered and how they overcame them. Also discuss who returns for additional training.	Community or parents. Gateway Tech. Inst.	Class discussion.
8	Science	Students list science skills that might be salable.	Students	Student evaluation of each others list.
8	Eng.	Open-ended skits-plays. Man loses job because skill becomes obsolete (automation, etc.) What happens to him.	Teacher	Participation in the activity, student
8	Math	Students survey want ads, pick 5 jobs they would be interested in, list skills they would need and how they might get those skills.	Newspapers	Oral or written reports.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

OBJECTIVE A: Understand the influenced exerted upon the nature and structure of work by (a.) laws and (b.) labor-management.

LEARNING OUTCOME: That factors outside the individual determine employability.

More realistic understanding of salary earned and take home pay.

Knowledge of discrepancies between state laws and local employment practices.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Soc. St.	Research: Jobs available to 14-16 yr. olds 16-18 yr. olds 1. Number of hrs. allowed to work. 2. Is work permit required. 3. Birth certificate required.	Employment Services Booklet for jobs. 12-18 years olds.	Teacher and student evaluation.
8	Soc. St.	Viewing and discussion of sample pay check.	Transparency of payroll check.	Class discussion.
8	Soc. St.	Social Security: 1. Educate the students to the benefits to be derived from participation in S.S. system. 2. Provide students an understanding of S.S. system and its relationship to World of Work. 3. Experience in filling out form in a neat and accurate way. 4. Complete application form for S.S. card and mail it. 5. Follow up by having each student report to class when his card is received. Make a bulletin board displaying benefits of social security.	Social Security Administration Booklet OASI-35 Application forms for S.S. card.	Student questions and answer period of their understanding of S.S. System.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE B: Awareness of the need for career planning.

LEARNING OUTCOME: Awareness of the importance of career planning.

Awareness that successful career choice involves planning and preparation.

Awareness of the likely consequences of not planning and preparing.

Awareness of the difficulty of successful career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Eng.	Game - "Individual Career Game"	Career Resources Center.	Successful playing of
8	Eng. Drama	Student will participate in role playing demonstration by taking variety of roles: college student, middle income salesman, factory worker, drop-out, hippie, etc., to show the necessity of career planning.	Dramatizations. Individual knowledge.	Student evaluation.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE C: Understand the relationship between regular attendance, good work habits, good behavior, initiative, perserverance, positive attitudes, and industriousness in school and employability.

LEARNING OUTCOME: Realization of their individual responsibilities and the importance of this objective in career planning.

Realize the important part the school record plays in obtaining a job, entrance into post-high school training.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Math	Panel discussion using college admissions person, representative from phone company, rep. from Kohls Food Store, rep. from labor force, rep. from Candy Striper, rep. from Tech. school.	Mrs. Tallent - Parkside Sam Rizzo - Labor Force Mrs. Weins - Candy Striper (St. Lukes) Telephone Company Kohls Food Store Gateway Tech. Inst.	Student participation in a question and answer period.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE D: Awareness of relationship of school courses and world of work.

LEARNING OUTCOME: Increased awareness of importance of relation between school and world of work.

Students will be able to state ways in which school courses relate to different occupations of work world.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	All Subj.	Heterogeneous panel of various occupations speaking on importance and relevance of various school courses for them in their work.	Community	Essay, selected interviews, class discussion of small group.

CONCEPT 16 - Job characteristics and individuals must be flexible in a changing society.

OBJECTIVE A: Recognize that changing job characteristics requires specialized education, preparation and training.

LEARNING OUTCOME: A STUDENT WILL BE --

Aware that decision making plays an important part in his career.

Aware that he needs several career outlets for changing job fields.

Aware that high school program must cover more than one area.

Aware that the educational program must be career centered.

Aware that jobs require specialized training.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	All Subj.	Plan a "Career of the Month" major subject area program. Prepare bulletin boards.	Posters, models, mobiles by Art Department. Grade 8 Career Kit, Dept. of Public Instruction Use a subject area staff for class period discussion concerning education, preparation and training.	Decision students made in programming.
8	Soc. St.	Discussion groups using current events to show changing national and international job situations.	Newspaper, magazines, Junior Scholastics, T.V., Radio Broadcasts or taped selections.	Tests on current events.

CONCEPT 16 - Job characteristics and individuals must be flexible in a changing society.

OBJECTIVE B: Understand the adjustment necessary to maintain employment.

LEARNING OUTCOME: Realization that jobs may change as a result of a variety of factors: technological, governmental, social, and supply and demand.

Realizations that individuals should be willing to accept continued education or retraining to prepare themselves for possible changes.

Recognition that advancement (promotion) involves continued education or adaptability.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
8	Sc.	Teacher tape interview with labor leader or personnel manager on effects of automation. (i.e., scheduled speaker, tape of interview.	Community	Teacher evaluation of student project.
8	I.A. Home Ec. Bus. Ed.	Make mural depicting changes in various industries or services (transportation, housing, preparation of food, production of clothes, agriculture, etc.) Display where all students can see.	Magainzes, newspapers, a museum trip, library resources.	Teacher evaluation of student mural.
8	I.A. Bus. Ed.	Report on or discuss a particular industry and its changes with respect to jobs.	Interviews, company pamphlet, company reports.	Class discussion or individual student report.

CONCEPT I - An understanding and acceptance of self is important throughout life.

OBJECTIVE A: Recognize the need for continuous self-appraisal in a diversified society.

LEARNING OUTCOME: Awareness of his own emotional and philosophical changes and that of his peers.

Awareness that traditionally society still dictates that grooming is the outward indication of self-image and self-respect.

Learn to use various self-appraisal techniques in order to appraise one's self.

Awareness of the need for getting along with others in our society.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Students may take interest inventory.	See Counselor	Interpretation of test results
9	Eng.	Small group discussion on "Importance of getting along with others now as well as in the future."	"Coping-With" Series, SRA Jr. Guidance Series - Avail. school library Counseling offc.	Evaluation of discussion

CONCEPT I - An understanding and acceptance of self is important throughout life.

OBJECTIVE B: Review personality attributes necessary to obtain and maintain a job.

LEARNING OUTCOME: Recognize that in addition to specific skills, personality characteristics are very important in obtaining and maintaining all jobs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Gen. Bus.	Teacher asks students to take five minutes or so to make a list of personality characteristics that they feel are necessary for success in any occupation. The students should rate these from most important to least important. A class discussion of these lists should follow.	Imagination	Teacher evaluation of lists and discussion

CONCEPT I:

OBJECTIVE A: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec.	Guest speakers (personnel manager, etc.) who would discuss the desirable characteristics they look for in hiring or promoting employees. Discussion should include job loss with respect to human relations.	Local speaker from business or industry.	Class discussion of speaker's remarks.
9	I.A. Home Ec.	Panel discussion with a variety of workers who would explain what they feel are some personality characteristics required for success in their job.	Workers from local industry and business.	Class discussion of worker's remarks.
9	Math	Case studies relating to job failures as a result of undesirable personality characteristics that cause human relations problems.	Case studies	Question and answer sheet over case study that will be evaluated by the teacher.
9	I.A. Home Ec.	View and discuss filmstrip "Getting and Keeping Your First Job", Part II	IMC #35-2183+	Evaluate discussion
9	Art	A scrapbook or montage of pictures, poems, quotations, etc., of attractive personality characteristics that will be beneficial in being successful in a career.	Magazines, newspapers, poetry books	Teacher evaluation of student work.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

OBJECTIVE A: Establish positive regards toward oneself.

LEARNING OUTCOME: Understand the meaning and importance of the concept of "positive regard towards one's self."

Develop a positive understanding of and regard towards one's self.

Objective thinking about needs of our economy, individual abilities, and personal qualifications in relation to career opportunities rather than pressure of occupational prestige.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Read selected assignments from resource materials on topic of positive opinion of self.	SRA Pamphlet Guidance Series, " "Getting Along in School" "All About You" "You and Your Problems" "Your Problems: How to Handle Them"	Student list of his strong points or the successful features of his life.
9	Eng.	Small group or classroom discussion on, "Importance of Positive Opinion of One's self." (What is a positive opinion?)	Library Resource Material Teacher and student opinion	Teacher evaluation of student participation in discussion

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

OBJECTIVE B: Appreciate that people bring dignity and worth to their jobs.

LEARNING OUTCOME: Objective thinking about needs of our economy, individual abilities, and personal qualifications in relation to career opportunities rather than pressure of occupational prestige.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Using the resources listed, assign each student an occupation to report on the duties he performs and the contribution he makes to society.	Occupational Outlook Handbook Encyclopedia of Careers Largo Career Kits WISC	Teacher evaluatiion of student participation in discussion
9	Math	Conduct a survey of occupational intentions of present 9th grade class. Students make a bar graph showing result of survey. a) Conduct discussion concerning need and dignity of each type of work.	Student and Teacher	Collection of student bar graph

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

OBJECTIVE D: Understand that in general, people's self concepts can be enhanced in a variety of work roles.

LEARNING OUTCOME: Understand that within the same field, a person can find many different jobs or roles, all of which may be interesting and fulfilling. Understand that a person of given likes and dislikes can find fulfillment in a great vareity of jobs and fields.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec.	Show and discuss filmstrips.	"Who Are You?" IMC #35-1951 "What Is a Job?" IMC #35-1953+	

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE A: Understand that people at work produce goods and/or services.

LEARNING OUTCOME: Realization that a person's occupation will either involve the production of a good or the production of a service.

Explanation: Since this objective is fairly apparent to junior high school students the teacher should select only one or two of the suggested activities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Art	Prepare montage depicting occupations that produce goods and others that are services.		

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE B: Understand that occupations are people, ideas or things oriented.

LEARNING OUTCOME: Realization that occupations may be classified as working with people, working with ideas, or working with things. These concepts can be used in guiding students in their career choice.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec.	Presentation by the teacher or, if available, the class could read and discuss the pamphlet, "Ideas, Things, People Occupations."	Teacher prepared transparencies for lecture. Pamphlets. "Ideas, Things, People Occupations" available at Wis. State Employment Service	Evaluation to be completed later after students have had an opportunity to apply this knowledge in some type of activity.
9	I.A. Home Ec.	Students will classify a given list of careers as either idea, thing, or people oriented.	List of careers	Evaluation of lists and class discussion.

CONCEPT 4:

OBJECTIVE B: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec.	Student orally identifies occupation of a parent or relative. Each occupation is classified as either idea, thing, or people oriented orally by class members and placed on board.	Student's families	Ease or difficulty in student classification.
9	I.A. Home Ec.	Bulletin board illustrating occupations involving each of the three concepts. Montage illustrating occupations involving one of the three concepts.	Magazines, newspapers, etc.	Teacher evaluation of those projects.
9	I.A. Home Ec.	Field trip requiring student to classify jobs seen in these three categories.	Community	Teacher evaluation of student's work.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

OBJECTIVE C: Understand that within each job family there is a wide range of occupations.

LEARNING OUTCOME: Recognize that jobs in a job family are interrelated.

Recognize the wide range of occupations within one career.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Construct a job wheel depicting jobs in a job family, (transportation, health, government).	Am. Trucking Assoc. 1616 P. St. N.W. Washington, D.C. 20036 Science Research Associates Materials Magazines U.S. Dept. of Labor and Assoc. General Contractors 1957 E. St. N.W. Washington, D.C. Dictionary of Occupational Titles Vo. II State Employment Service See Appendix I	Teacher Evaluation
9	Soc. St.	Visit or see a film on a construction job. Discuss and list all related occupations. Interview workers if possible. Culminate activity by writing a theme listing related occupations in the construction field.	Avail., Occupational Outlook Handbook, Quarterlies Construction site Available workers	Teacher Evaluation of themes.

CONCEPT 5 - Work means different things to different people.

OBJECTIVE A: Develop an understanding that personal and social needs may be met through work.

LEARNING OUTCOME: Develop an awareness and understanding that your work may satisfy your personal and social needs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Book reports. Choose from biographies or autobiographies a book about outstanding individuals. Also investigate workers in Vista, the Peace Corp, Medicine, Government, etc. Fill in a prepared form showing that work means different things to different people, and the relationship of the work concerning personal and social needs of each individual. Suggestion: volunteer oral book reports.	Books, pamphlets magazines, current biographies, etc. Teacher-prepared form.	Teacher evaluate prepared form. Discussion.

CONCEPT 5 - Work means different things to different people.

OBJECTIVE A: Develop an understanding that personal and social needs may be met through work.

LEARNING OUTCOME: Develop an awareness and understanding that your work may satisfy your personal and social needs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Field trip to local industries, hospitals, colleges, etc.	Community	Question and answer period that results from field trip.

CONCEPT 5:

OBJECTIVE B: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Films and filmstrips	IMC #F371-28 Film: Your Job: Good Work Habits (Coronet films) 2 high school graduates help us recognize how good work habits can lead to promotions, raises, etc.	Discussion of films or filmstrips.
9	Sp Drama	Small group discussion in which students tell own work experiences.	Personal life experiences.	Teacher evaluates discussion
9	Sp Drama	Small group discussion on topic of, "Why Work Experiences are Valuable?" Student will empathize good and bad experiences.	Personal life experiences.	Discussion
9	Soc. St.	Panel composed of recent high school graduates who speak about the value of work experiences.	Recent high school graduates. High school Counselor	Discussion
9	Eng.	Student will write a paragraph on paid or non-paid work experiences.	Self and own experiences	Discussion or correction
9	Eng.	Student will interview other students, parents, and other adults as to work experiences and present a written report to the teacher.	Community	Discussion of reports

CONCEPT 5 - Work means different things to different people.

OBJECTIVE C: Understand that a person's desired life style will affect his career choice.

LEARNING OUTCOME: Students understand that things they are able to do before taking a job may not necessarily be done later.

Students understand that life style concerns what you do and what you like to be, both at the job and in leisure time.

Students understand that a life style possible with one job may or may not be the same with other jobs.

Students understand that different people may like or dislike the same job, or like it for different reasons depending upon their life style.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speakers, panels, interviews, reports A. People who changed jobs and how life styles changed. B. Young workers, how life style has changed since he went to work. C. People with the same job telling why they like it in terms of their life styles. D. People with varied jobs discussing life styles possible for them.	Community	Discussion, reports, themes, essays, bulletin board, etc.
9	Gen. Bus.	Given a list of likes (nice clothes, meeting people, play golf...), students have, list occupations that best allows each.	Student knowledge	Discussion
9	Gen. Bus.	Students list things they like to have and do, and match them with a list of occupations.	Student knowledge	Teacher Evaluation

CONCEPT 5:

OBJECTIVE C: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec.	Film and filmstrips	IMC #35-2351+ "Liking Your Job and Your Life" (series) IMC #35-2350+ "Trouble at Work," "Lack of Ambition"	Discussion

CONCEPT 5 - Work means different people

OBJECTIVE D: Understand that people work for different rewards such as monetary, personal satisfaction, or recognition.

LEARNING OUTCOME: Realize that people work for various reasons or rewards.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Student debates, panels, discussions, essays: Why do students work at school? A. Do you have to work? Is work necessary? B. Is money the road to happiness? C. Are Americans too money-oriented? D. Does money earned equate with satisfaction in work?	Student knowledge plus research; interviews, library, Readers Guide, learning center vocational pamphlets and materials.	Teacher evaluation of the activity.
9	Eng.	Bulletin board, montage; showing possible rewards from and reasons for work.	Research, magazines, etc.	Teacher and student reaction to project.

CONCEPT 6 - Education and work are interrelated. (Ideas presented in this concept relate very well to student scheduling for next year. Suggest presenting concept just prior to scheduling.)

OBJECTIVE A: Understanding the necessity of obtaining skills. Which will enhance employability.

LEARNING OUTCOME: Recognize the fact that a job cannot be obtained unless the prospective employee has the desirec skills for that job.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Using resources listed, have students make list of skills needed to perform 4 different occupations.	Occupational Outlook Handbook. Encyclopedia of Careers. Occupational Briefs in Resource Center.	Teacher evaluation of list.
9	Soc. St.	Guest speaker; Vocational Counselor, placement person, personnel manager, state employment service counselor speaking on need for skills in today's job market.	Local speaker	Follow-up discussion.
9	All Subj.	Picture collection showing skills needed for various occupations related to that subject. Captions could be included.	Magazines, newspapers.	Teacher evaluation of project.
9		View and discuss filmstrip and films. (No subject suggestion. Area coordinators should decide among themselves which ones they will show.)	IMC #35-2179+ High School Course Selection and Your Career IMC #35-2189+ Preparing for Jobs in the 70's IMC #F-371-12 No Limit to Learning IMC #35-2177+ If You're Not Going to College.	

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE C: Realize the value of general education as a necessary foundation for future specialized training.

LEARNING OUTCOME: Realize that school subjects are important in preparing the student for his future occupations.

Recognition of development in general subject area.

Awareness that each subject area has many related occupational possibilities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Student Committee organized to work as a group on a specific subject-matter field to show job possibilities in relation to subject-matter. A. Prepare bulletin board charts. B. Prepare posters.	Materials for preparing charts, posters, bulletin boards. College catalogues and other reference materials. Career glossary of term.	Evaluation of charts and posters.

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE D: Understand that entry into an occupation depends ones training and educational background.

LEARNING OUTCOME: To be aware of the fact that many occupations require definite training and educational background.

To recognize that the need for skilled workers is increasing.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Students view film and take notes.	Films: "Where The Action Is" - Gateway Tech. "What Is Automation?" IMC #F-621-17 Slide-tape presentation from Gateway Tech.	Review notes from film.

CONCEPT 6:

OBJECTIVE D: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Select one or more occupations noted in film and list necessary education, skills, and training to enter one or more occupations.	Prepared worksheet by teacher with columns for occupations and skills.	Evaluate lists (student should be able to list skills for each occupation selected.)

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE E: Understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotion.

LEARNING OUTCOME: Awareness of fact that technological change has created a need for more job specialization, required training and education for entry or promotion.

Aware of fact that small scale independents (i.e., farmer, grocer,) are being forced either into expansion or extinction.

Student should become aware of the changes and complexitites that automation has created and understand that education and work are more related today than previously.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Have half of class do a research project on Dairy Farming as it existed 25 years ago. List the jobs performed, skills needed, working conditions, educational and training requirements, and opportunities for promotion. Prepare for panel discussion. Have remaining half of class do a research project on Dairy Farming as it exists today using the same criteria. Prepare for panel discussion. Panel presentations and discussion.	Farm journals, Sears-Roebuck Farm Journal catalogue. Interviews with farmers, other laborers, factory personnel.	Evaluation of panel discussion. Evaluation of research projects.

CONCEPT 6:

OBJECTIVE E: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Tour to J.I. Case Farm Machinery Co. with emphasis on presentation and discussion by personnel concerning entry requirement, training needs, and opportunities for promotion. Note: same activity may be concerned with auto industry, supermarket, distilleries, newspaper industry, construction, transportation, etc. Grade 7-9	Field trips - - Diary Farm - Dairy - J.I. Case - Other industry	Discussion of Field Trip

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE F: Understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.

LEARNING OUTCOME: Students are aware of differences in licensing requirements.

They know where and how to get information about licensing in various fields and at city and state levels.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Bus. Ed.	Discussion to make students aware of the licensing regulations within the State of Wisconsin for the following: Accounting-Examining Board Architects, professional Engineers, designers, land surveyers Athletic examining board Basic Sciences examining board Chiropractic examining board	Dept. of Regulation and Licensing - 110 No. Henry, Madison, WI - Telephone: 26 6-2112	Short Quiz

CONCEPT 6:

OBJECTIVE F: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Bus. Ed. (Cont'd)	Dentistry Examining Board Hearing Aid Dealers and Fitters Medical Examining Board (Physical therapists, pediatricians) Nursing Examining Board Optometry Examining Board Pharmacy Examining Board Psychology Examining Board Real Estate Examining Board Veterinary Examining Board Watch Making Examining Board		
9	Bus. Ed.	State licensing also governs some trade: Barbering Cosmetology Plumbing Many county, city, or village ordinances require a license or permit to work at a given trade or craft. Most ordinances require an examination or proof of having successfully completed an apprenticeship or be a currently indentured apprentice.		

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE G: Recognize that conditions created by organized groups and institutions affect the world of work which in turn affects educational requirements and training.

LEARNING OUTCOME: Awareness of the effect legislation has had on occupational requirements.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speakers, panels, interviews - labor leaders, professional association representatives to speak on how their efforts have directly or indirectly changed educational requirements, and how union demands and demands of employer have changed job requirements.	Community, unions, AMA, REA, etc.	Discussion, essay, report, etc.
9	Soc. St.	Current events--watch for new labor contracts, etc. that will or may cause change in education requirements.	Newspapers, radio, TV, magazines.	Discussion, essay, report.
9	Soc. St.	Legislation - Speaker, panel, interview, report, legislators, on how laws have changed job requirements and why these laws were passed.	Community, local, state, or national legislator.	Discussion, essay, report.

CONCEPT 6 - Education and work are interrelated.

OBJECTIVE H: Recognize that conditions in the work world affect groups and institutions, which in turn may affect educational requirements and training.

LEARNING OUTCOME: To become aware that supply and demand affect educational requirements and training.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speakers, panel, interviews, reports. Union and professional association leaders. How changes in work world have affected their methods, demands and needs. Reports on their working conditions, demand put on them. Speak on pressures on them, their demands on employees, and how educational standards are affected.	Community	Discussions, bulletin boards, displays, tests, essays, etc.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVE B: Understand the impact of other person's feelings and values and its relationship to one's own.

LEARNING OUTCOME: Students recognize each person's right to find his own unique self-fulfilling place in the work world and in life.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speakers, panel, interviews, reports Blacks, Mexican-Americans, union and management representatives on job discrimination and the rights of people.	Community - varied occupations and fields.	Discussions, essays, tests, bulletin boards, etc.
9	Eng.	Show and discuss films	IMC #F-371-7 Morning for Jimmy IMC #F177-9 When I'm Old Enough Goodbye	

CONCEPT 8 - Occupation supply and demand has an impact on career planning.

OBJECTIVE A: Develop occupational research skills.

LEARNING OUTCOME: Realization of various methods of researching careers.

Demonstrate their ability to utilize the methods properly in obtaining specific career information.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Short unit on career planning. Use of prepared transparencies instructing students in proper methods of career research (i.e., how to use available material and what to look for.) Student research on several careers using methods learned. Bulletin boards on research methods. Individual supplementary career research involving community contacts. Discussion of means of researching careers outside of school (i.e., interviews, tours, job fairs, junior achievement, part-time employment, State employment bureau, professional (labor organizations), public library.	School resources: occupational books, pamphlets, tapes, films, filmstrips that will provide sources for research exercises. Prepared transparencies for instructing on research outlooks. School/college placement offices. Community resources: films, tours, job fairs, junior achievement, part-time summer employment, public library, government employment bureaus, unions, professional organizations, shadowing. See Appendix VIII for Study Guide.	Teacher evaluation of students research projects. A test of each individual's ability to gather significant information on any particular career at end of unit. Teacher evaluation of student research projects.

CONCEPT 8 - Occupational supply and demand has an impact on career planning.

OBJECTIVE C: Understand those factors which stimulate or retard job opportunities
1) Government 2) Seasonal work 3) Economic cycles 4) Changing sex roles
5) Changing values and attitudes of society 6) Natural catastrophies, etc.
7) Pressure groups, unions, professional organizations.

LEARNING OUTCOME: Understanding of how factors in the objective affect job opportunities.

Understanding of how factors in the objective affect individuals of work world.

Recognition that events throughout the world do influence job opportunities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speaker-State Legislator -- affect of legislation on employment.	State Legislator or aide.	Student discussion, check-list before and after, report, theme, etc.
9	Soc. St.	Research lecture, report--affect of factors in history and in current affairs on employment opportunities.	History text, newspaper	Evaluation of project project.
9	Soc. St.	Bulletin boards, projects, etc. showing any of the factors they influence.	Magazines, news. papers, art work	Evaluation of project.

CONCEPT 8 - Occupational supply and demand has an impact on career planning.

OBJECTIVE D: Understand that the supply of workers as a product of training and preparation and demand as a product of need.

LEARNING OUTCOME: The student will demonstrate an understanding of the terms, "supply and demand."

Student will demonstrate an understanding of the meaning of the terms of supply and their interaction.

Student will demonstrate an awareness of resource materials available concerning unit.

Student will understand that demand has exceeded supply in some occupational careers.

Student will understand that supply has exceeded demand in some occupational careers.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Math	Compile statistics on at least four occupations where demand has exceeded supply, and report to class.	Occupational Outlook Handbook Occupational Outlook Quarterly	Collection of list.
9	Math	Compile statistics on at least four occupational career choices where supply has exceeded demand and report to class.	Occupational Outlook Handbook Occupational Out-	Collection of list.
9	Math	Participation in small group discussion using the supply and demand information gathered previously.		Teacher listens to student discussion.
9	Math	Define in writing, the terms surplus, shortage, and employment trends through research assignment or class lecture.		Grade Writings

CONCEPT 8:

OBJECTIVE C: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Math	Construct a chart consisting of three columns: Career Field, Employment Trend, Level of Preparation Required, to demonstrate an understanding of supply of workers as a product of training and preparation and demand which is a product of need. The student will choose three career fields for the chart.	Occupational Outlook Handbook	Collection, display, and grading of chart.
9	Eng.	Student will analyze the case histories of two graduating high school seniors to determine possible career choices knowing employment trends, demand and supply in given fields. Included in case history would be: 1. attitudes and interests of grad. 2. tentative future plans 3. grades in high school 4. family background 5. social background	Case histories See Appendix VIII	Discussion of case history.
9	Eng.	Play Career Game	Career Game in Resource Center	

CONCEPT 9 - Job specialization creates interdependency.

OBJECTIVE B: Understand that a certain job may be performed in a variety of settings.

LEARNING OUTCOME: Aware of vast number of settings in which a job may be performed in various geographic locations.

Awareness of same job skills being used in a variety of settings (i.e., business, industry, government, self employment, etc.)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Invite a guest speaker to discuss the variety of work settings one could find the same job being performed.	Guest speaker available in the area.	Checklist for number of items students may list for various job settings in a job area. Student should be able to list no less than five settings.
9	Eng.	Select an interested group of students to make a list of employers hiring workers with similar skills.	Library Businessmen's Association. Chamber of Commerce Autobiographies Slide-tape presentation from Gateway Technical Institute, Kenosha, WI	Review and discuss list of employers.
9	Eng.	Prepare a bulletin board showing a wide variety of jobs available to a person with certain occupational skills. (i.e., driving occupations, nursing, clerical, drafting, coast guard, etc.)	Available Health Career Films Government	Evaluate bulletin board for comprehensive understanding of job settings.
9	Eng.	The teacher will tape an interview with WSES to determine the number of existing jobs available to a person with certain skills. Survey student to determine skills about which they want information	Wisconsin State Employment Service	Listen to and discuss tapes for an objective learned.

CONCEPT 9 - Job specialization creates interdependency.

OBJECTIVE C: Recognize that business, industrial or institutional organizations are comprised of workers who perform tasks which are interrelated.

LEARNING OUTCOME: Students gain an understanding and appreciation of the school system and of the people of the business industrial community.

Students learned that as a specialist you cannot survive alone. Auxiliary services are required.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Business organizations: Understand who correlates the entire system, not individual buildings. Central office supply of school; assistant, consultants, payroll department, maintenance department, instructional materials department, computer center (student records and report cards) office of pupil personnel, employment office, research and development, special education and school board.	Central Admin. Bldg. Personnel Principal	
9	Eng.	Show and discuss film	IMC #F-331-13 Manufacturing IMC #F-331-16 Mass Media IMC #F-371-44 Hotel-Motel-Resort Occupations	

CONCEPT 10 - Environment and individual potential interacts to influence career development.

OBJECTIVE A: Understand that physical and mental factors affect one's career choice.

LEARNING OUTCOME: Awareness of self as a unique individual.

Realization that one's uniqueness will influence his career choice.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Scheduling appointments with counselor to individually discuss achievement test score.	Counselor	See Counselor

CONCEPT 10 - Environment and individual potential interact to influence career development.

OBJECTIVE B: Understand that ever changing individual and environmental factors acting separately or together influences one's career development.

LEARNING OUTCOME: Each student will learn to recognize and accept his capabilities and limitations.

Students realization that they must be flexible because of changes in self, environment and industry. Student should be assured of normalcy of change.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Make student data sheet (each student does his own) covering these subjects: 1. Interest in specific school subject. 2. Achievement in school subjects. 3. Participation in school activities. 4. Recreational activities. 5. Reading interest. 6. Work experience. 7. Vocational interests. 8. Ed. and Vocational levels of family members 9. Physical development. 10. Ability to meet and work with people. 11. Personal traits, of initiative, dependability. 12. Personal needs and drives.	Book: "Understanding Yourself" SRA	Teacher evaluation of

CONCEPT 10 - Environment and individual potential interact to influence career development.

OBJECTIVE C: Understand the influence of one's parents on career planning.

LEARNING OUTCOME: Recognize through family history the influence of family on chosing occupations.

Student should realize the family plays the most important role in influencing his career selection. This influence is either positive or negative.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Students should make and discuss a detailed survey of family occupations--grandparents, parents, and older siblings. Correlate with related themes in literature.	Family case history	Discussion with student group
9	Eng.	Invite a panel of speakers from urban education program to discuss ethnic and parental influences and problems regarding career planning for minority students.	Speakers from available programs in area. Racine Environ. Comm. Johnson Foundation Urban League Spanish Center	Discussion with organizations regarding operation of the program.

CONCEPT 10 - Environment and individuals potential interact to influence career development.

OBJECTIVE E: Understand that personality is an important factor in securing and holding a job.

LEARNING OUTCOME: Aware that personality is an important factor in securing and holding a job.

Discovery that through knowledge and application of human relations one can help his own cause.

Realization that knowledge and practice of good manners is essential to a desirable personality.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Health	Make a scrapbook using pictures poems, quotations, and other traits associated with attractive personalities.	Magazines for pictures	Evaluation of scrapbook
9	Health	Use opaque projector to show pictures of people with undesirable personality traits. Have students write one sentence on importance of personality shown in each picture.	Opaque projector	Evaluation of sentence
9	Health	Skits emphasizing self-importance by showing undesirable traits as compared to desirable traits.		Evaluation at end of all activities - Class discussion led by students noting personality changes in classmates.
9	Health	Show and discuss filmstrip	IMC #35-2465+ Choosing Your Career	

CONCEPT 10:

OBJECTIVE E: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Health	Discuss how to improve attitude through improving personality. Dale Carnegies 6 ways to make people like you.	How to Win Friends and Influence People	
9	Health	Hold a panel discussion on temperament in relations to various occupations.		Check referrals to vice-principal before and after the unit.
9	Soc. St.	Make montage entitled "Me, What I'm Like". Student draws profile of head and pastes pictures of activities, interests, abilities inside profile.	Magazines	

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE A: Develop an understanding of one's own life style.

LEARNING OUTCOME: Understanding and awareness of life style.

Understanding and awareness of one's own life style.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Class discussion on the definition and connotation of term, "Life style" (definition, way of life). From Career Development Term Definitions. Review terms related to life style.	Teacher Resource Materials	Student participation.
9	Eng.	Film on life styles and behavior patterns, in order to evaluate, recognize, and understand student's own life style.	"The Hippie Temptation" Available from Mental Health Assoc.	Discussion from film.
9	Eng.	Discussion of attempt to classify life styles. (Individual or small group assignment).	The Status Seekers (Vance Packard)	Participation in student discussion.

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE B: Develop an understanding that occupational choice affects an individual life style.

LEARNING OUTCOME: Recognize that occupational choice affects a person's socio-economic environment.

An awareness that jobs and ways of life are interrelated.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng. or Drama	Student creates a role playing situation for various jobs. Interview situation students play roles of people in various occupations. Using case studies, discuss alternatives and possible solutions.	Student use of compiled data. See Appendix IX for ease Studies.	Observation and discussion.

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE C: Understand that emotional qualities needed for self-fulfillment differs among job families.

LEARNING OUTCOME: Aware that there are numerous satisfactions derived from work.

Aware that a given job may satisfy one person and not another.

Aware that a person can satisfy his emotional needs in many jobs.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Study biographies of famous, successful people. Examine how their occupations were fulfilling to them. (Individual assignment. Extra credit.)	English class library, biographies.	Oral or written reports.

CONCEPT 11 - Occupations and life style are interrelated.

OBJECTIVE D: Understand that some individuals are attracted to careers because of observed life styles of certain workers.

LEARNING OUTCOME: Realization that career choices might be made because of preconceived life style that the student has of that occupation.

Recognize that the positive aspects of a career's life style are usually emphasized while some of the more negative are overlooked, therefore students should seek to expose the negative aspects in career selection.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Writing Exercise: Students will choose an occupation and write their preconceived ideas of this career's life style. This could be followed up by class discussion or interview.	Community	Teacher evaluation of student written exercise and discussion.
9	Eng.	Television viewing: Students assigned to observe a specific program exposing a particular life style. (i.e., "Marcus Welby," "Mannix," "Mod Squad.") Students would be assigned to write up an observation to the life style seen in these programs. These observations would then be discussed in class with a local guest, speaker employed in some occupation describing his life style.	Television Guest speaker from community	Quality of questions asked of guest speaker.
9	Math	Complete opinionaire "Male or Female Occupations?" Tally responces and discuss.	See Appendix VIII for copy of questionnaire.	
9	Home Ec.	Survey marriage and engagement announcements in the newspaper. Tablulate occupation of both males and females. Discuss variety of occupations. (Note: Good life is available to more than "top people")		

CONCEPT 11 - Occupations and life styles are interrelated.

OBJECTIVE E: Recognize that certain occupations encourage certain social expectations.

LEARNING OUTCOME: Recognize that people in related jobs show similarity and dissimilarity in their social expectations.

Become aware of the fact that occupations influence social behavior.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Divide class into groups to study specific geographical areas (i.e., migrant, ghetto coal mining, steel workings, Indians, Wall Street, Hollywood, Washington D.C. and choice of any others) and compare to determine social activities and expectations of workers.	Racine Urban Ministry Urgan Leage Resource Materials for Black History and Mexican-American History course.	Evaluation of panel reports.

CONCEPT 11 - Occupations and work are interrelated.

OBJECTIVE F: Recognize that leisure time activities may affect career choice.

LEARNING OUTCOME: Awareness of what leisure time is.

Awareness that careers affect leisure time activities.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Student would make video tape on leisure time and show to class.	Student imagination and creativeness.	Teacher and class reaction to student-made film.
9	Eng.	Classroom work to demonstrate that leisure time activities may affect career choice. Scrapbook, bulletin board, charts, collection of articles.	General Electric Guidance Poster series, magazines, newspapers.	Teacher and class reaction to projects.

CONCEPT 12 - Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVE A:

LEARNING OUTCOME: Become aware of the fact that certain performance skills prepare them for a variety of occupations.

Many occupations require the same competencies.

To recognize the fact that certain performance patterns may qualify him for a variety of occupations.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Using Outlook Handbook and Encyclopedia of Careers, list 5 jobs that have similar skills.	Occupational Outlook Handbook Encyclopedia of Careers.	Teacher evaluation.
9	Soc. St.	Investigate available Civil Service Tests to determine various job categories and how many types of careers are included.	Post office. State employment service.	Teacher choice

CONCEPT 12 - Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVE C: Understand that part-time jobs can be good exploratory experiences if planned properly.

LEARNING OUTCOME: Part-time jobs and volunteer work can be exploratory experiences toward choosing a career.

A part-time or summer job can lead to permanent job.

Students learned that if they make a commitment for a job they should honor that commitment.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Elaborate on the idea of using part time jobs, volunteer work during the school year and during the summer as a means to develop and test interests, abilities and aptitudes. A. Volunteer Work 1. List specific volunteer opportunities in your community. 2. Have some students write letters to organizations to inquire about opportunities for volunteer work. 3. Have some students interview representatives from service organizations about how volunteers are used. 4. Discuss how the pursuance of hobbies might lead to greater personal insight or career field.	School Counselor Employment Service Community People Neighborhood Youth Corps	Oral reports by students
		B. Paid Employment 1. Put in application at the Employment office on their own. 2. List Youth Employment Agencies (e.g., N.Y.C., Youth Power) 3. Applications for part-time job (e.g., how to write a letter of application, how to prepare for an interview. 4. Some students check want ads for part-time employment.	Wisconsin State Employment Service. Newspaper.	Written survey to determine number of students who registered with Employment Service obtained part-time employment become volunteer workers.

CONCEPT 12:

OBJECTIVE C: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng. (Cont'd)	C. Students give accounts of their own experiences in part-time jobs or volunteer work stimulating such questions as these: 1. What did you like best on job? 2. What did you like least on job? 3. What were working conditions? 4. Was there a chance for advancement? 5. What further training would help? 6. Would you like to work full time? 7. What are your present commitments? 8. How much time can you really devote to a part-time job or volunteer work? a. How many hours a day? b. How many days a week? c. What are your responsibilities to the job?	Student experience	Student evaluation of the unit.

CONCEPT 12 - Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVE D: Understand that a new skills may be developed at any time during person's life.

LEARNING OUTCOME: Understand that many people learn new skills at various stages of life for various reasons.

Understand that everyone learns many skills throughout his lifetime and can learn more.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Science	Students list science skills that might be salable and where they might be used.	Students	Student evaluation of each others list.
9	Eng. Drama	Open-ended skits-plays. Man loses job because skill becomes obsolete (automation, etc.) What happens to him.	Teacher	Participation in the activity, student and teacher evaluation of it.
9	Math	Students survey want ads, pick 5 jobs they would be interested in, list skills they would need and how they might get those skills.	Newspapers Occupational Outlook Handbook Encyclopedia of Careers	Oral or written reports.
9	Soc. St.	Panel - speakers to discuss why men and women changed their occupations who wanted to or needed to learn new skills, how, why, when, where they did it, what problems they encountered and how they overcame them. Also discuss who returns for additional training.	Community or parents Gateway Tech.	Class discussion

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE A: Understand the need for careful planning of the high school programs in light of tentative career plans.

LEARNING OUTCOME: Parents and students should become aware of total program.

Student should become aware of entire scope of educational offerings.

Student should be able to make decisions for his individual needs with aid of test results.

Student should gain ability to plan high school program to help achieve career goal.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Orientation to grade level curriculum offering. (Parent and student)	Administration, school counselors	Check interest and attendance at orientation program, parent and student reaction
9	All Subj.	Student reads and discusses current course description booklet. Class	IMC #35-2179+ High School Course Selection and your Career p. 216 Division of Guidance and Testing. Ohio State Dept. Prepared course booklets for grade levels 6 - 12. Counselors for discussion.	Discussion. Use of booklet.
9	All Subj.	Students will be involved in test interpretation at grade level 7 through 9 by school counselors. Parent involvement.	School Counselor (6 grade achievement) (Grade 7 CTBS) (Grade 9 NEDT Test) (Grade 9 - Kuder Test, composite and profile of preceding tests)	Checking of programs for realistic level of expectancy in course selection.

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE B: Understand that careful educational planning may shorten required training time for employment.

LEARNING OUTCOME: Awareness that required training credits for employment may be met in a shorter time with careful educational planning.

Student may become aware of fact that he may receive on the job training for employment during high school.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Bus. Ed. I.A.	Investigate work experience programs such as distributive education offered in high school program.	Guest speaker or high school personnel	

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE C: Realize that occupational information comes from many sources within and outside the school setting.

LEARNING OUTCOME: Recognize that there are a variety of sources in schools that can be used in career planning.

Recognize that there are a variety of sources in the community that can be used in career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng. Drama	Speech activity: Role playing utilizing interview techniques to obtain career information from resources outside the school.	Outline for proper interview technique.	Teacher evaluation of speech activity.
9	Soc. St.	Speaker from Wisconsin State Employment Service discussing service they provide to inform people about jobs. (i.e., available jobs, occupational testing, etc.)	Wisconsin State Employment Service	Teacher of discussion

CONCEPT 13 - Career development requires a continuous and sequential series of choices.

OBJECTIVE D: Obtains knowledge of educational and vocational information resources and how to use them.

LEARNING OUTCOME: Students should be better prepared in making career decisions based on a variety of informational resources.

Become aware of numerous means to obtain information about careers.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Teachers introduce written materials giving educational and vocational information	H.S. Voc. Program Univ., colleges, jr. colleges Trade schools Tech-Vocational schools Apprentice Training Business Schools Adult Education Military Services	
9	Soc. St.	Individuals work in learning center reviewing filmstrips. Students critique filmstrips.	Filmstrips: IMC #35-2195 "How to Read a College Catalog"	Teacher evaluation of critique
9	Soc. St.	Make Opportunity Directory using information they have acquired from discussion, speakers, college and vocational catalogs. Opportunity Directory will contain½ information on the following: 1. Adult Education 2. Apprentice Training. 3. Business Schools 4. Colleges 5. H. S. Vocational Programs 6. Military Service 7. Vocational Tech. Schools 8. Special Schools	Books Title: Occupational Information Pub: McGraw Hill Title: Enc. of Careers Pub: Doubleday Title: Lovejoys College Guide Pub: Simon & Schuster, Inc. Title: Lovejoys Voc. Guide Pub: Simon & Schuster, Inc.	Teacher evaluation of directory.

CONCEPT 13:

OBJECTIVE D:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
			Title: Occupational Outlook Handbook Pub: Government Printing Office Bulletins-pamphlets brochures, college and vocational catalogs found in resource center	
9	Soc. St.	Explanation of vocational programs available in high school. Panel using: 1. High School Distributive Ed. teacher. 2. High School Vocational Counselor 3. Student presently enrolled in vocational classes.	High School teachers Students High School Vocational Counselor	Teacher evaluation of student response to panel.
9	Soc. St.	Tour Employment Service, Gateway and Parkside.	Wisconsin State Employment Serv. Parkside Gateway Tech. Inst.	Teacher evaluation of tour guideline sheets.

CONCEPT 13 - Career development requires a continuous and sequential series of choice.

OBJECTIVE E: Gain a knowledge of the components of the decision-making process.

LEARNING OUTCOME: Recognize that an effective career decision-making process involves three general steps.

1. Realization that no decisions can be made without an awareness of one's capabilities, limitations, interests, and aptitudes. These characteristics can be determined through testing and personal inventory.
2. Realization that one must obtain adequate, accurate information about various careers that are of interest to the individual.
3. Realization that success in career selection is most likely a result of matching ones interests, aptitudes and limitations with career requirements.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
		(To be effective the activities should be followed in the order list - all activities could be for 9th grade S.S.)		
9	Soc. St.	Show filmstrip - Discuss	IMC 35-2484+ Vocational Decisions	
9	Soc. St.	Lecture/transparencies - outlining procedure to be followed in determining capabilities, limitations, interests, and aptitudes (explanation of tests and personal inventory).	Prepared transparencies	
9	Soc. St.	Film: "Aptitudes and Occupations"	Film: Aptitudes and Occupations IMC F-371-24	

CONCEPT 13:

OBJECTIVE E:

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Personal inventory Possible areas to cover: achievement in school subjects reading interests, physical development and disabilities, recreational activities, expressed vocational interests, etc.	Prepared inventory (Information from A Guide to Developmental Vocational Guide: Oklahoma SDE See Appendix X, XI, XII	Teacher evaluation of student personal inventory.
9	Soc. St.	Filmstrip "Preparing for the World of Work," Part I.		

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

OBJECTIVE A: Understand the influence exerted upon the nature and structure of work by (a) laws and (b) labor-management.

LEARNING OUTCOME: That factors outside the individual determine employability.

More realistic understanding of salary earned and take home pay.

Knowledge of discrepancies between state laws and local employment practices.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Items for discussion: A. Age, education and job requirements, hair and dress, limited apprenticeship openings, sex, availability of jobs will determine his employability. B. Students entering the labor market will start with an entry level job and the pay will be lower; that in the event of the economic reversal he may be the first laid-off. C. Vocabulary to learn: Gross income, Net income. Open shop - Closed shop Fringe benefits. FICA Apprenticeships	Teacher	Teacher's choice
9	Soc. St.	Debate: High Pay, Low Benefits vs. Low Pay, High Benefits	Library	Teacher and student reaction to debate.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE A: Become aware of responsible balance between work and leisure time activities in present and future American life.

LEARNING OUTCOME: Students will be able to understand and explain leisure-time activities and their relation to work.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Panel of recreational volunteer workers to relate leisure time and work world living.	Community agencies civic groups, business... YMCA, YWCA Candy Striper Summer Worker - Belle School Kinder. Camp Red Cross Neighborhood Agencies	Discussion following panel: role of leisure time in relation to work.

CONCEPT 15 - Individuals are responsible for their career planning

OBJECTIVE B: Awareness of the need for career planning.

LEARNING OUTCOME: Awareness of the importance of career planning.

Awareness that successful career choice involves planning and preparation.

Awareness of the likely consequences of not planning and preparing.

Awareness of the difficulty of successful career planning.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Soc. St.	Speaker on topic career planning Auditorium program or taped.	Wisconsin State Employment Serv.	Student attention and classroom question answer period
9	Eng. Drama	Student will participate in role playing demonstration by taking variety of roles: college student, middle income salesman, factory worker, drop-out, hippie, etc., to show the necessity of career planning.	Dramatizations Individual knowledge	Student evaluation.

CONCEPT 15 - Individuals are responsible for their career planning.

OBJECTIVE D: Awareness of relationship of school courses and world of work.

LEARNING OUTCOME: Increased awareness of importance of school and relation to world of work.

Students will be able to state ways in which school courses relate to different occupations of work world.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng.	Video tape a "job interview"	Teacher	Interviews listened is, taped, evaluated by class or teacher or student.

CONCEPT 16 - Job characteristics and individuals must be flexible in a changing society.

OBJECTIVE A: Recognize that changing job characteristics requires specialized education, preparation and training.

LEARNING OUTCOME: A STUDENT WILL BE --

Aware that decision making plays an important part in his career.

Aware that he needs several career outlets for changing job fields.

Aware that high school program must cover more than one area.

Aware that the educational program must be career centered.

Aware that jobs take specialized training.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Eng. Speech	Research and given an oral report on two areas of student interest concerning job changes in the next 10 years.	40 vocational interview tapes. Guidance Associates School library-Occupational Outlook Service. Printer-reader-microfilm from State Department. A Man's Work-McGraw Hill record series.	Class discussions Oral reports

CONCEPT 16:

OBJECTIVE A: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	All Subj.	Plan a "Career of the Month" major subject area program. Prepare bulletin boards. Make job cluster bulletin board.	Posters, models, mobiles by Art Department. Gd. 8 Career Kit, Dept. of Public Instr. Use a subject area staff for class period discussion concerning education and training.	Decision students made in programming.

CONCEPT 16 - Job characteristics and individuals must be flexible in a changing society.

OBJECTIVE B: Understand that adjustment is necessary tc maintain employment.

LEARNING OUTCOME: Realization that jobs may change as a result of a variety of factors: technological governmental, social, supply and demand.

Realizations that individuals should be willing to accept continued edcuation or retraining to prepare themselves for possible changes.

Recognition that advancement (promotion) involves continued education or adaptability.

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	Sc.	Conduct interviews with young and middle-aged workers to determine what changes have been required of them over the year, (i.e., job skills duties, retraining required, continued education.)	Parents, and community	Written evaluation by the student.

CONCEPT 16:

OBJECTIVE B: (Cont'd)

Grade	Subject	Learning Activities	Resources	Evaluation Procedure
9	I.A. Home Ec. Bus. Ed.	Make mural depicting changes in various industries or services (transportation, housing, preparation of food, production of clothes, agriculture, etc.) Display where all students can see.	Magazines, newspapers, a museum trip, library resources.	Teacher evaluation of student mural.
9	I.A.	Report on or discuss a particular in industry and its changes with respect to jobs.	Interviews, company pamphlet, company reports.	Class discussion or individual student report.
9	Math	Determine new jobs in the last ten years in the community and present statistics by use of graphs, charts, pictures.	State Employment Service Personnel Occupational Outlook Handbook	Teacher evaluation of statistics.

CAREER DEVELOPMENT TERM DEFINITIONS

1. Job - Employment undertaken for remuneration involving specific duties.

2. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

3. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

4. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

5. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

6. D.O.T. - "Dictionary of Occupational Titles" Comprehensive occupational information resource published by the U.S. Government

7. Life Style - An individual's way of life determined by attitudes and values expressed in self consistent manner.

8. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self-fulfillment.

9. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and meaningful career choice.

10. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

11. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

12. Career Development - A continuous, developmental, process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

13. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

14. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

15. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

16. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

17. Attitudes - Relate to tendencies to accept or reject particular groups of individual's sets of ideas, situations or values reflected in behavior.

18. Values - Standard of judgement accepted by persons, groups, or institutions, stemming from the conditioned by their societal contacts.

19. Aptitudes - The tendencies, capabilities, or potentials to learn or understand.

20. Technology - Application of scientific principles to industry.

21. Industry - A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services, and sources of income.

22. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

23. Avocational - An activity pursued in addition to one's work mainly for employment (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

24. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology.

25. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.

26. Interplay - Mutual action or influence - describes a reciprocal relationship.

27. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

28. Sequential - Used to describe the continuous and consecutive phases of the career development process.

29. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees.

30. Conditions - Circumstances which exist as a result of modifying factors (for example: the employment rate and its relationship to government spending.)

31. Phase - A stage or interval in a development or cycle.

32. Stage - Period or step in a process, activity or development.

33. Decision Making - Determination arrived at after consideration.

34. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc., so that a realistic decision and choice can be made.

35. Significant Adults - People who through affective interpersonal relationships influence the career choice of others.

36. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

37. Extrinsic - The easily identifiable and extraneous features of occupations.

38. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

39. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept.

40. Topic - Specific teaching content which enables the implementation of stated objectives.

41. Learning Activities - Those teaching strategies identified to implement topical areas.

42. Learning Outcomes - Those achieved knowledges obtained.

43. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives.

44. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.

45. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

46. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

47. Employment Trends - General direction, development and movement of jobs which includes:
    (1) Whether workers are currently in demand
    (2) Whether employment is expected to increase or decrease
    (3) What the main factors are which can influence the growth and decline of the occupation.

48. Adaptability - The quality of being able to adjust one's self to changing expectations within an occupation.

49. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

50. Adjustment - The process of personal modification which one must accept as part of the changing world.

51. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

52. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

53. Personal Needs - Relating to a particular person in a private manner -- must be met through his occupational choice.

54. Social Needs - Needs of society which are met through people working in occupations necessary for the sustinence of that society.

55. Psychological Demands - Components related to mind and emotions.

56. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements.

57. Interdependency - Mutual dependence on one another.

58. Job Description - Descriptive statement of account giving properties of a particular job.

59. Chain of Command - Order of authority with respect to job positions.

60. Specialization - Quality or state of being specialized for use or employment in special line of work.

61. Job Level - Position of a specific job based on achievement, importance and value.

62. Occupational Level - Position of an area of work based on achievement, importance and value.

63. Entry Level - Self Explanatory.

64. Service Occupations - Work which meets the needs of the public.

65. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

66. Professional Occupations - Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation.

67. Vocation - Implies a dedication or long term commitment with a high level of requirements, rewards and expectations.

68. Occupational Fields - Areas of vocations in society.

69. Job Requirements - Specifics needed to satsify a particular area of work.

70. Job Family - Employment related through common enterprise. (example: food services)

71. Frame of Reference - Viewing a particular item from a personal point of view.

72. Decision Making Process - Act of deciding upon an occupational course of action in a systematic way.

73. Vertical Mobility - Movement of an individual from one position to another within the same strata. (e.g., mason-painter)

75. Career Development Process - defined in "Career Development."

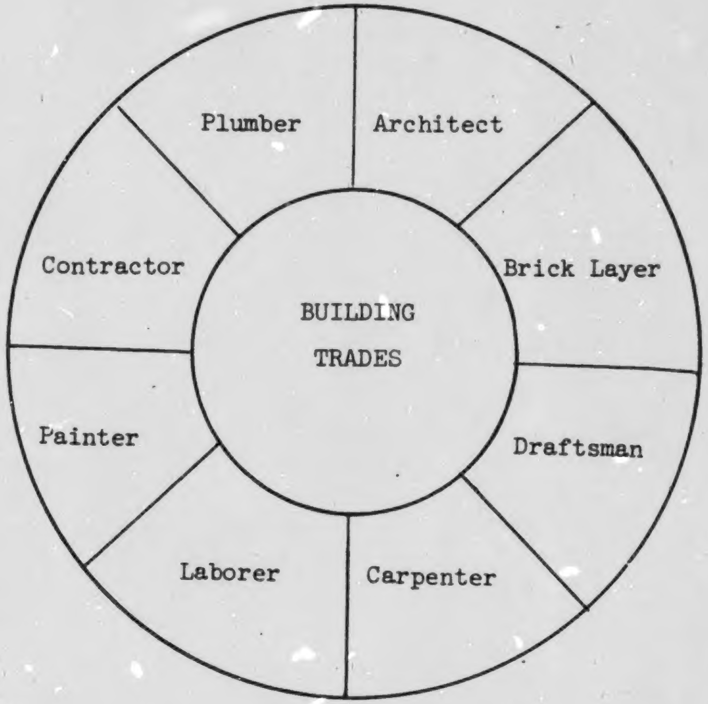
76. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral intellectual and personal values.

77. Community - Body of individuals organized into a unit linked by common interests--(society at large - people in general).

78. Economic Structure - The arrangement of the economic components making up the free enterprise system.

Appendix I

Job Wheel - Concept 4
Object. C


BUILDING
TRADES
Plumber
Architect
Contractor
Brick Layer
Painter
Draftsman
Laborer
Carpenter

Appendix II

Concept 7
Object. A

"WHAT I LIKE" INVENTORY

Plot a point on the line for each "like" item according to your likes and dislikes Then connect the dots to make a line graph. Try to be fair and honest. Try to differentiate - that is, don't give a 6 to everything you like and a 0 for everything you don't. If you could only do 3 or 4 things of the 24, those items should probably get 6.

		wire-rimmed glasses	long hair for boys	go swimming	reading	go camping	like talking to boys or girls (whichever you aren't)	shop for clothes	argue	draw or paint pictures	go to a band concert	dancing	music on the radio	working outdoors in winter	telephoning	cooking	decorate a room for a party or a dance	saving money	polishing shoes	cleaning your room	taking out the garbage	miniskirts	going to church	watching movies on TV	watching news or a "talk show" on TV
(like very much)	6	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(like pretty much)	5	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(sort of like)	4	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(neutral)	3	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(sort of dislike)	2	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(dislike pretty much)	1	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
(dislike very much)	0	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

Appendix III

PERSONAL PROFILE

Rate yourself in each of the following by placing an X in the proper column.

	HIGH	AVERAGE	LOW
1. In willingness to be taught or coached			
2. In ability to argue without losing temper			
3. In readiness to seek advice			
4. In being tolerant of other's weaknesses			
5. In loyalty to friends and associates			
6. In willingness to work extra to finish assigned work			
7. In willingness to share yor ideas and experiences with others			
8. In being a "good soldier" when outvoted			
9. In being happy about another's success			
10. In willingness to admit mistakes			
11. In willingness to wait for praise until you have earned it			
12. In being willing to begin without being pushed			
13. In finishing a job you have started			
14. In ability to get along with associates			
15. In ability to do work under pressure			
16. In the efficient use of your time			
17. In the accuracy of your work			
18. In the neatness of your work			
19. In finishing work on time			
20. In willingness to tackle unpleasant assignments			
21. In paying attention to details			
22. In ability to organize your work.			
23. In willingness to do more than the minimum.			
24. In willingness to assume responsibilities			
25. In resourcefulness in meeting unexpected difficulties			
26. In learning from mistakes			
27. In stick-to-it-ness			
28. In ability to sell your ideas to others			
29. In ability to select and judge people			
30. In practicing what you preach			
31. In neatness of dress and grooming			
32. In being punctual			
33. In controlling your temper			
34. In curbing appetite for food and drink			
35. In wise use of leisure time			
36. In wise management of your money			
37. In keeping your promises			
38. In attempting to overcome weaknesses such as laziness, etc.			

Appendix III (Cont'd)

	HIGH	AVERAGE	LOW
39. In living up to what you know are right moral standards			
40. In resistance to spreading gossip			
41. In avoidance of being a "clock-watcher"			
42. In being careful to avoid talking to hear yourself talk			
43. In resistance to always saying "no" to everything			
44. In resistance to being a buck-passer			
45. In resistance to being an "apple polisher"			
46. In resistance to being a habitual kicker or complainer			
47. In avoiding belittling other peoples ideas			
48. In avoiding being too cocky			
49. In avoiding carrying a chip on your shoulder			
50. In avoiding being a snob			
51. Avoiding giving wise answers of glib remarks			
52. In avoidance of always putting things off			
53. In avoidance of being jealous of others			
54. In avoidance of seeking unnecessary sympathy			
55. In resistance to always making yourself look like a failure			

"NAME THAT CAREER"

Two teams, each headed by a chairman, take turns guessing correctly the career described by the opposing team. Could be used with job families or with broader range. Each team would write descriptions which it would read to the other team.

Appendix V

Concept 16
Object. B

FIELD TRIP QUESTIONNAIRE

[NOTE: Teachers are encouraged to develop their own questionnaires or worksheets. On a usual field trip, four or five objectives might be covered, rather than just one.]

Sample:

Directions: Read over all these questions first, so you know what to look for on the field trip. Complete the questions by asking the tour guide or the employees, if possible, and by your own observations.

1. List titles and descriptions of jobs that were developed in the company during the last ten years.

2. List some jobs that require:

   a) on-the-job-training

   b) apprenticeship training

   c) specialized advanced training

3. List jobs that you know, or think, will not exist within ten years. Explain why.

Appendix VI

Concept 6
Object. A

Dear Parents:

The decisions your child makes concerning his career will be some of the most important of his life. Not only is this true in terms of finding meaning and enjoyment from the work itself, but his work will affect many aspects of his life, such as social contacts, life style, and where he lives.

Every person makes career decisions. Some people will enter the work world after careful planning, many will simply float into it allowing the current to take them wherever it will, and still others will be forced into their place by circumstances outside themselves. The staff of the Unified School District is concerned that each youngster have the necessary information to enable him tommake a choice that best meets his needs, taking advantage of all the opportunities that are available. An opportunity unknown is not an opportunity.

Knowledge of the work world is one important part in this decision making process. Some work in this area has already been done in the elementary school. Your youngster is now at the point in his development at which he should be having some first hand experiences. One of the best places to begin is to find out about what you do on your job. If it can be arranged, we would like to encourage you to have your son or daughter spend part of a day with you at your work. Not only to see you performing your job, but to see the total environment in which you work.

Students who would like will be given an opportunity to share their experience with their classmates.

Appendix VII

Concept 8
Object. A

VOCATIONS STUDY GUIDE

Your future job will influence many things in your life; where you live, the kind of home you will have, your friends, possibly whom you will marry, in fact your entire way of life.

You will be working much of your life. Having a job that you enjoy and find satsifying is most important. This suggests that you study carefully the vocations you are thinking about. To help you do this, this list of questions may be helpful.

However, just to find an answer to a question is not enough. You should always think about; "How do I fit into the picture, would I like to do those things, can I learn to perform the tasks, can I meet the requirements?"

As you study, you will undoubtedly find answers to many more questions than those listed. This is only a starting point. Also, don't worry if you don't find answers to all of these. The important thing is that you learn as much about a vocation as you can.

1. What kinds of things would I do on this job?
2. Would I be working mainly with ideas, people, or things?
3. What kinds of abilities must I have in order to do the work?
4. What kind of a personality does this job require?
5. What kind of education and/or training must I have?
6. What courses can I take in high school that would help me?
7. What special requirements are there for entering the job? (License, belong to union, have my own tools or equipment, etc.)
8. Where are jobs available?
9. What are the working conditions?
10. How much money will I earn when I start, after I become experienced?
11. Will I receive personal satisfaction from doing the job?
12. In what way is the job useful to others?
13. What chances are there for me to move to a better paying or more satisfying job?
14. What would I do to move to another job?
15. ARe there enough workers to fill all the jobs available?
16. Will the number of workers needed become larger or smaller in the future?
17. What are the chances for a girl to find a job and moving ahead?
18. What opportunities are there in this field for girls?

Concept 11
Object. C

MALE OR FEMALE

Concept 11
Object. C

For each of the occupations listed decide who you think ought to do that job. Indicate your choice by placing an "X" in the proper column.

Occupations	Always Male	Usually Male	Male or Female	Usually Female	Always Female	Occupations	Always Male	Usually Male	Male or Female	Usually Female	Alway Femal
Accountant						Social Worker					
File Clerk						Librarian					
Receptionist						Kindergarten Teacher					
Food Store Checker						Dental Hygienist					
Newstand Vendo						Dentist					
Retail Sales Person						Medical Lab Assistant					
Newspaper Editor						Surgical Nurse					
Proofreader						Athletic Coach					
Teletype Operator						Cook					
Electrician						Hotel Manager					
Telephone Installer						Golf Pro					
Assembler in Electronics						Travel Agency Clerk					
Book binder						Barber					
Chemical Engineer						Beautician					
Welder						Funeral Director					
Airline Pilot						Interior Decorator					
Taxicab Driver						Motion Picture Projectionist					
Railway Ticket Agent						Television Announcer					
Forester						Baker					
Cannery-line Worker						Dietician					
Deep sea Diver						Home Economist					
Meteorologist						Laundry Worker					
Wildlife Manager						Auto Mechanic					
Detective						Fashion Model					
Circuit Judge						Nursery School Director					

CASE STUDY I

Mary, age 16, is an extremely intelligent and creative girl. In junior high and first year high school she was placed in gifted classes and advanced placement calsses. She has demonstrated talent in creative writing and has done some outstanding art pieces, particularly with watercolors. She loves to do studies on faces.

In junior high, Mary got all A's and B's. During her sophomore year a dramatic change took place. She was absent frequently from school, failed to meet class assignments and eventually withdrew from school to attend a private school. As a result, she only earned one unit of credit in the tenth grade, a D in Studio Art. However, she was re-enrolled in the public high school, and would like to take classes with her own classmates. She still seems lost, and questions the purpose of school, college, society's values, etc.

Mary has an older brother who lives at home, but is attending a nearby state college, as a freshman. Her father is a librarian at the state college, earning $12,500 per year. Mary's mother also works, in an office at a nearby private university. She makes $5,600 per year. Both parents are college graduates.

When Mary is not at school, she meets with close friends for "discussions" about life and society and other problems. She sometimes stays up all night, either painting or writing poetry. She has dates with college and graduate students, and is allowed quite a bit of freedome regarding what she does.

She has no idea what her future plans might be. She is under a great deal of pressure from her parents to go to college. Since she reads a great deal, she feels that much of her education can be acquired this way She is not opposed to learning, but to the requirements of school. The tension at home has added to her problems in making some important decisions.

CASE STUDY II

Mike is 17 years old. He is a pleasant, attractive boy with a rather happy-go-lucky attitude toward life.

Mike is entering his junior year of high school. His verbal and quantitative abilities are below average, which means that he will probably never do well at English, social studies, language, math, science, or any other academic subjects. He has always had a poor school record and has been kept back twice. His homework is not too bad, since he has lots of friends who are willing to help him, but on tests he nearly always scores near the bottom of the class. He does seem to have average ability for vocational subjects, and he was once advised to take a vocational course.

Mike is a natural athlete and loves sports. He played on the football and basketball teams his freshman and sophomore years. But because he failed a course last year, he isn't eligible to go out for the team this year. (If he passes all his courses this year and makes up the science course he failed last year, he will be eligible for the team next year.)

Mike's father is a construction worker. His yearly income is $11,250 from this job and from factory work he picks up during the winter months when construction work slacks off. Mike's mother does not work. Neither of his parents finished high school.

Mike has two younger sisters living at home. An older sister dropped out of high school several years ago to get married, and she now lives in another state. The pride of the family is Mike's older brother, who is 25. He got very good grades in school, won an appointment to the Naval Academy, and is now a naval officer.

Mike's father raised a terrible row when Mike brought home his last report card. He said Mike was just wasting his time in school, and that if his marks did not improve this year he would have to leave school and start earning his own living.

Mike is not especially anxious to leave school. He does not mind going to classes, and he enjoys sports and being with his friends. He has never thought much about what kind of career he would like.

He has a steady girl friend in his class who is in the academic course and who plans to go on to college. She urges Mike to stay in school and try to get his diploma.

CASE STUDY III

Anne is almost 17 years old, although she is just starting her junior year. She had to repeat a year in grammar school, and even so she has just barely managed to be promoted each year. Her verbal and quantitative skills are below average, and she has never done well in English, social studies, languages, math, science, and other academic subjects. She has scored average in vocational skills tests, however, and she works well with her hands.

Anne hates school and has gotten so used to be being behind the other students in her classes that she has given up trying. Since her evenings are spent with her boy friend or at her part-time job clerking in a dime store, she rarely has her homework done and is always in trouble with her teachers. She is absent a lot, and the truant officer has warned her mother that she may get into real trouble if her attendance record does not improve. She also got into trouble last year when she and two other girls were caught smoking in the school building during lunch hour.

Anne's boy friend is 18 and has a job as a job as a factory assembler. He wants to marry Anne and has promised to take her to New York for a honeymoon. He finished three years of high school and doesn't think it is important for Anne to graduate.

Anne lives with her mother and younger sister. Her father deserted the family when she was quite young, and her mother supports the family on what she earns as a waitress and maid (usually about $3,000 a year). She wants Anne to stay in school and get enough education to get a decent job. She is anxious for her daughter not to repeat her own mistakes and thinks she is too young to marry.

But Anne wants to get away from the unahppiness of her home and to have a chance to enjoy life. She figure that if whe worked full-time, she and her boy friend would have enough to get married and start saving for a house of their own.

Although she likes excitement and would like to travel, Anne's greatest ambition is to have a home of her own. She has always helped her mother with the housework and is an excellent cook. The one time she really shone in school was in a 7th grade home economics course, where she learned to use a sewing machine and made some curtains for home and some simple clothes for herself. The teacher was impressed by Anne's ability to work with her hands and felt that she showed a flair for design.

CASE STUDY IV

Bob is an extremely intelligent boy. He is just 15 years old, but is already starting his junior year because he skipped the third grade. He has above average ability in all areas. His favorite subject is social studies, and he has read almost every book the local library has on history and archaeology.

Bob's greatest fear is that he will not be able to finish high school. His father works in a factory which has been closed down frequently during the past few years, and his income last year was $4,000. One of Bob's three younger brothers has a heart disease, and although the local Heart Association has provided for much free medical service, this is still a big expense to the family. The little boy has been out of school for over a year, so Bob's mother cannot work outside the home.

Bob has helped his family as much as he can. He clerks in a store about two hours every evening. Being the oldest child in the family, and having had to take on family responsibilities so early, Bob is in many ways mature for his age. His mother often turns to him for comfort and advice, and his younger brothers will do anything he tells them to do. He has learned to concentrate and make good use of his time. He has managed to get his good grades even though he does not always have much time for homework. But he worries about his future. Although he truly enjoys his school work and would love to have a college education, this seems out of the question. In fact, he feels perhaps he should leave school when he is eighteen and get a full-time job so that he can help his family. On the other hand, he can see that his father was held back because of a lack of education and job skills and Bob would like to do better.

Bob has not had much time for parties and fun with kids his own age. He is somewhat shy, although well liked by those who know him well. His teachers consider him quite a remarkable boy and have urged him to get as much education as he can.

Appendix X

Concept 13
Object. E

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

Appendix XI

Concept 13
Object. E

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like best and some you like least.

1. IN SCHOOL --

   Subjects I like best:

   Subjects I like least:

2. OUTSIDE OF SCHOOL --

3. THINGS I WILL DO WHEN I CAN DO AS I CHOOSE --

4. SOME THINGS I HAVE NEVER DONE BUT WOULD LIKE TO DO --

5. SOME JOBS I HAVE HELD, EITHER FOR PAY OR ON A VOLUNTARY BASIS --

   Things I liked about these jobs:

   Things I disliked about these jobs:

6. MY HOBBIES --

Appendix XII

Concept 13
Object. E

SAMPLE SELF-EVALUATION OUTLINE

Health

1. Are you in good health?

2. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?

3. Are there any working conditions which you must avoid for health reasons; i.e., dampness, extreme heat, travel, high elevation, etc.?

Interests

1. What are your hobbies?

2. What clubs do you enjoy?

3. What clubs or groups have you joined that you did not enjoy?

4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?

5. What are your favorite subjects in school?

6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?

7. What kinds of contests or competitions have you entered?

8. Do you spend most of your free time indoors or outdoors?

9. In what kinds of activities have you shown the most ability?

10. In what kinds of activities are you most interested?

Abilities

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?

2. Have you taken any psychological tests that indicated particular aptitudes?

3. Has a teacher or school counselor ever told you that you have ability in some specific area?

4. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.

5. Have you ever been chosen to lead or participate in a special project, event, or activity?

6. Do you excel in any sports?

7. Do you have any special talents, such as music, art, or debate?

8. Have you won any contests, or have you had your work published or exhibited?

9. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking, etc.?

10. Have you learned any special skills such as typing, shorthand, or key-punching?

11. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes," give details.

Personality Characteristics

1. Do you get along well with others?

2. Do you make friends easily?

3. Do you prefer to work alone?

4. Are you good at leading others, or do you work better when duties are carefully laid out for you?

5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?

6. Are you nervous and restless?

7. Is it difficult to get you to do or finish your work?

8. Are you (most of the time) patient? dependable? easygoing?

9. Do you become deeply hurt when someone criticizes your efforts?

Appendix XII (Cont'd)

10. Do you have a good sense of humor? Can you take a little good-natured teasing?

11. Are you a good sport? Can you lose gracefully without being bitter?

12. Can you take advice? Are you always giving it?

13. Do you worry a great deal? Can you relax?

14. Do you find it difficult to take supervision or accept authority?

15. Are you interested in other people and what they think?

16. How neat is your appearance?

17. Have you often been accused of being selfish or egotistical?

18. Are you able to assume responsibility?

19. Can you work under pressure without its affecting your work?

20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?

21. What kind of person do you get along with best?

QUESTION FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

Item 1

As Reported by 92 Companies Surveyed by
Frank S. Endicott, Director of Placement,
Northwestern University

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?

43. What was your record in military service?
44. Have you ever changed your major field of interest while in college? Why?
45. When did you choose your college major?
46. How do your college grades after military service compare with those previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Do you own any life insurance?
55. Have you saved any money?
56. Do you have any debts?
57. How old were you when you became self-supporting?
58. Do you attend church?
59. Did you enjoy your four years at this university?
60. Do you like routine work?
61. Do you like regular hours?
62. What size city do you prefer?
63. When did you first contribute to family income?
64. What is your major weakness?
65. Define cooperation!
66. Will you fight to get ahead?
67. Do you demand attention?
68. Do you have an analytical mind?
69. Are you eager to please?
70. What do you do to keep in good physical condition?
71. How do you usually spend Sunday?
72. Have you had any serious illness or injury?
73. Are you willing to go where the company sends you?
74. What job in our company would you choose if you were entirely free to do so?
75. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
76. What types of books have you read?
77. Have you plans for graduate work?
78. What types of people seem to "rub you the wrong way"?
79. Do you enjoy sports as a participant? As an observer?
80. Have you ever tutored an underclassman?
81. What jobs have you enjoyed the most? The least? Why?
82. What are your own special abilities?
83. What job in our Company do you want to work toward?
84. Would you prefer a large or a small company?
85. What is your idea of how industry operates today?
86. Do you like to travel?
87. How about overtime work?
88. What kind of work interests you?
89. What are the disadvantages of your chosen field?
90. Do you think that grades should be considered by employers? Why or why not?
91. Are you interested in research?
92. If married, how often do you entertain at home?
93. To what extent do you use liquor?
94. What have you done which shows initiative and willingness to work?

Item 2

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW AND WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

As Reported by 153 Companies Surveyed by
Frank S. Endicott, Director of Placement,
Northwestern University

1. Poor personal appearance.
2. Overbearing--overaggressive-conceited "superiority complex"--"know-it-all"
3. Inability to express himself clearly--poor voice, diction grammar
4. Lack of planning for career--no purpose and goals
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activi activities
8. Overemphasis on money--interest only in best dollar offer
9. Poor scholastic record--just got by
10. Unwilling to start at the bottom--expects too much too soon
11. Makes excuses--evasiveness-hedges on unfavorable factors in record
12. Lack of maturity
13. Lack of tack
14. Lack of courtesy--ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy hand-shake
21. Indecision
22. Loafs during vacations--lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where we send him
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant--strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

Traits That Turn People Off

1. A compulsion to show off knowledge
2. Exaggerates to the point that it's the next thing to lying
3. Moodiness. Friendly one day, unfriendly the next
4. Bossiness. Must run everything
5. Not reliable. Word is no good
6. Chronic complainer. Negative attitude about many things.
7. Nosy. Asks lots of questions that are none of her business
8. Gossipy. Knows everything about everybody and tells it. Makes you wonder what she is saying about you.
9. Says things in anger then tries to smooth it over by buying a little gift
10. Always fishing for compliments but never gives any

Item 3

GROUP ______________________ NAME ______________________

WHAT'S THE OCCUPATION ALL ABOUT

1. Name of the occupation ______________________

2. What does the worker actually do? ______________________

____

3. What special tools or equipment are used in this job? ______________________

____

4. What education or training is required of a beginning worker in this occupation

a. ___High School Completion
b. ___Some College Training
c. ___College Degree
d. ___Specialized Schooling
e. ___Apprenticeship
f. ___Other ______________________

5. What personal qualifications other than educational are required?

	REQUIRED			DO I QUALIFY?		
	Much	Some	Little	Much	Some	Little
a. Physical strength						
b. Good eyesight						
c. Good hearing						
d. Eye-hand coordination						
e. Ability to stand for a long time						
f. Speaking ability						
g. Writing ability						
h. Numerical ability						
i. Mechanical ability						
j. Manual dexterity						
k. Drawing and/or blue print reading aptitude						
l. Organizational ability						
m. Neatness and accuracy						
n. Ability to work with others						
o. Ability to accept direction						
p.						
q.						

6. What interests should a worker in this occupation have?

INTEREST IN . . .	REQUIRED			DO I HAVE INTEREST?		
	Much	Some	Little	Much	Some	Little
a. Mechanical things, tools						
b. Working with data, numbers						
c. Solving problems						
d. Working with people						
e. Dealing with people						
f. Organization and planning						
g.						
h.						

7. Working Conditions

	Yes	No	Sometimes
a. Noisy and/or dirty surroundings	___	___	___
b. Is the work hazardous?	___	___	___
c. Is this work seasonal or dependent on weather conditions?	___	___	___
d. Is this a repetitive operation?	___	___	___

e. Work is done: ___mainly alone ___mainly with a group
f. Job location: ___locally ___other parts of country ___both
g. Where is work done: ___indoors ___outdoors ___both, at times.

8. Is a special mode of dress or appearance required? Yes___ No___
If yes, what is required?___

9. Earnings

a. Wages approximately $___ per (hour, week, month, year)
b. How many hours per week? ___

10. Opportunities

	Good	Fair	Poor
a. Opportunity for advancement	___	___	___
b. Job availability now	___	___	___
c. Future employment opportunities	___	___	___
d. Job security	___	___	___

11. What are some occupations related to this one:

___ ___ ___
___ ___ ___

12. What do you see as the main advantages and disadvantages of this kind of work?

Advantages	Disadvantages
___	___
___	___
___	___
___	___

13. Does this occupation appeal to you? ___ Why? ___
___
___
___

Item 4

CHECK LIST OF VALUE CARDS

(Place on 3" x 5" Cards)

1. Education
2. Money
3. Status
4. Religion
5. Health
6. Leisure Time Activities
7. Job Satsifaction
8. Security
9. Happiness
10. Home and Family

Item 5

LOST ON THE MOON

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the fifteen items below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items of their importance for survival. Place number one by the most important item, number two by the second most important, and so on through number fifteen, the least important.

_______ Box of matches

_______ Food concentrate

_______ Fifty feet of nylon rope

_______ Parachute silk

_______ Solar-powered portable heating unit

_______ Two .45-caliber pistols

_______ One case of dehydrated milk

_______ Two 100 pound tanks of oxygen

_______ Steller map (of the moon's constellation)

_______ Self inflating life raft

_______ Magnetic compass

_______ Five gallons of water

_______ Signal flares

_______ First aid kit containing injection needles

_______ Solar powered FM Receiver-transmitter

Item 6

SELF-RATING CHART

Read carefully the statements below, compare yourself with the standards given and place in each square the number that describes you best.

1. Always 2. Usually 3. Generally 4. Sometimes 5. Seldom

Responsibility

_____ Am I on time to class and with my work?

_____ Do I behave myself in classroom during teachers' absence?

_____ Do I bring my materials to class everyday?

_____ Must I be spoken to individually because I have not listened to class directions?

_____ Was I willing to accept a class office?

_____ Do I take part in class discussion?

Inquiring Mind

_____ Do I read the directions before asking questions?

_____ Do I do more work than is required?

_____ Do I use the library regularly?

_____ Do I bring things related to the classwork to class?

Social Concern

_____ Do I think of how my actions and speech will affect others before I act or speak?

_____ Do I keep order in my section of the room by behaving myself?

_____ Am I courteous to my fellow students and the teacher?

_____ Do I show an active interest in every class activity?

Work Habits

_____ Do I do only my own work, without talking?

_____ Am I ready to start working as soon as I enter the room?

_____ Do I listen and follow directions?

_____ Do I work until the job is finished?

Item 7

CHARACTERISTICS OF ATTRACTIVE PERSONALITY AND HOW TO DEVELOP THEM

Personality

A. Those things about a person which make him different from another person.
B. Has to do with those qualities of being a person rather than a thing.

Characteristics	How to Develop It
1. Attractive Appearance	1. Keep yourself clean
	2. Dress neatly and suitably
	3. Avoid gaudy or clashing color in dress
	4. Avoid flashy or freak styles
	5. Use a deodorant
	6. Find suitable hair style
	7. Keep nails well groomed
2. Good Posture	1. Head up
	2. Shoulders back
	3. Free swinging style of walking
	4. Deep breathing
	5. Systematic exercise
	6. Correct sitting posture
3. Good Manners	1. Proper table manners
	2. Courtesy to others
	3. Consideration for others
	4. Respect for the rights of others
	5. Avoid talking about others
4. Correct Speech	1. Avoid profanity
	2. Use good grammar
	3. Pronounce words properly
	4. Speak distinctly
	5. Avoid slang
	6. Use words correctly
5. Self Confidence or Perseverence	1. Ability to stick to it
	2. Become a good workman
	3. See a job through
	4. Mingle with people
	5. Be, thin, and talk success
	6. Practice intelligent conversation
	7. Seek acquaintances of those above you
	8. Don't boast or talk loudly
	9. Do not venture opinions about things you do not understand
	10. Have a bank account

Item 8

PERSONALITY CHARACTERISTICS

Rate yourself in the following areas:	Excellent 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners				
2. Neatness and cleanliness				
3. Cooperativeness				
4. Cheerfulness				
5. Mix well with a group				
6. Honesty				
7. Even tempered				
8. Dependable				
9. Good listener				
10. Unselfish attitude				
11. Posture				
12. Health				
13. Loyal to friends				
14. Sportsmanship				
15. Ability to get along with others				
16. A sense of humor				
17. Ability to adjust to new people and new situations				
18. Broad-mindedness				
19. Generosity				
20. Ambition to succeed				

Item 9

SELF-APPRAISAL CHECK LIST

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Self-confident				
7. Sensitive				
8. Jealous				
9. Popular				
10. Shy				
11. Clumsy				
12. Show-off				
13. Afraid				
14. Kind				
15. Respectful				
16. Modest				
17. Proud				
18. Lazy				
19. Neat				
20. Prompt				
21. Thrifty				
22. Self-controlled				
23. Accurate				
24. Dependable				
25. Angry				
26. Moody				
27. Considerate				
28. Open-minded				
29. Unreasonable				
30. Alert				
31. Demanding				
32. Industrious				
33. Reliable				
34. Courteous				
35. A Leader				
36. Cooperative				
37. A Follower				

Item 10

PERSONALITY CHECK LIST

		Never	Sometimes	Usually	Always
1.	I control my temper.				
2.	I study hard.				
3.	I am friendly with others.				
4.	I stand up for what I think is right				
5.	I talk about others.				
6.	I do things quickly.				
7.	I make things quickly.				
8.	I force my opinions on others.				
9.	I am good at sports.				
10.	I can take orders.				
11.	I make excuses for my mistakes.				
12.	I accept responsibility.				
13.	I make good grades.				
14.	I am a "good sport".				
15.	I read a lot.				
16.	I complete things I start to do.				
17.	I get discouraged easily.				
18.	My feelings are hurt easily.				
19.	I like to do new things.				
20.	I laugh at my own mistakes.				

Item 11

HOW DO YOU GET ALONG WITH OTHERS?

	Yes	No	Sometimes
1. Do I get along quite well with most people?	___	___	___
2. Do I like most of the people I know?	___	___	___
3. Do most people seem to like me?	___	___	___
4. Am I always worried about what another person is thinking of me?	___	___	___
5. Am I interested in listening to the other fellow, rather than just waiting for him to stop talking and listening to me?	___	___	___
6. Do I always insist on my way, never changing my ideas to fit in with the others?	___	___	___
7. Do I often act silly just so people will pay attention to me?	___	___	___
8. Do I often make up excuses, instead of giving the real reason for something?	___	___	___
9. Do I spend much time moping because of something I don't have, like a big allowance or a pretty face or lots of clothes?	___	___	___
10. When we're making plans, do I think only about myself and never consider other people?	___	___	___
11. Do I do my share in thinking up ideas and in doing jobs that need to be done?	___	___	___
12. Am I afraid to meet a new person--even if it's someone my own age?	___	___	___
13. Do I feel lonely and wish I had more friends?	___	___	___
14. Do I feel miserable because other people don't appreciate me?	___	___	___
15. Am I a good sport, even when things don't go my way?	___	___	___